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ABSTRACT

This elementary text for teaching English as a second language is the first of a seven-volume series on the teaching of beginning and intermediate English to adults. The series was prepared as part of the ongoing demonstration project entitled Bridging the Asian Language and Cultural Gap. The lessons are designed primarily for Chinese, Japanese, Korean, and Filipino students, but with some relevance for Spanish speakers as well. The materials are situationally oriented in order to foster the development of those communication skills necessary for the student's basic language needs in the English-speaking community. Volume 1 consists of 20 lessons for beginning English, each containing the following components: (1) a lesson guide for teachers, with information on the objectives and structural content of each lesson, cultural notes, instructional aids, and procedures for teaching the lesson; (2) a student leaflet for reading and writing practice and home study; (3) an evaluation lesson guide to check on the achievement of objectives; (4) a student evaluation form; (5) a Chinese supplement for those Chinese students needing special assistance; and (6) a listing of relevant holdup pictures and transparency masters contained in volumes 3 and 4. Optional activities and pronunciation drills are also included in each lesson. (LG)

ASIAN PROJECT

Beginning English for Adults

Volume One

ED 095703

FL 006163

ED 095703

"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"

BEGINNING ENGLISH FOR ADULTS

VOLUME I.

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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-73

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Los Angeles Unified School District

BEGINNING ENGLISH FOR ADULTS

(In Four Volumes)

*VOLUME I. FOREWORD

DESIGN OF LESSONS

LESSONS 1 - 20

Components of each lesson:
- Lesson Guide
- Student Leaflet
- Evaluation Lesson Guide
- Evaluation Student Leaflet
- Chinese Supplement

VOLUME II. LESSONS 21 - 40

VOLUME III. DRILL PICTURES P1 - P283

VOLUME IV. TRANSPARENCY MASTERS T1 - T159

FOREWORD

"Bridging the Asian Language and Cultural Gap" was initiated as a curriculum-development and teacher-in-service project designed to help the non-English-speaking Asian adult meet his everyday language needs. Funded by the U.S. Office of Education as a special experimental demonstration project, it operates under the Adult Basic Education Program of the Division of Career and Continuing Education of the Los Angeles Unified School District.

Robert C. Rumin, Supervisor
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DESIGN OF LESSONS

The beginning level lessons of the Asian Project are designed to help the non-English-speaking adult function in an English-speaking community. Situationally-oriented and structurally-sequenced, these materials foster the development of those communication skills necessary for meeting the student's basic language needs.

Authentic situations provide the framework for the sequential presentation of the structural elements in these lessons. The materials utilize the audio-lingual method and feature instant and constant communication exercises which make drilling a meaningful activity.

The beginning level curriculum consists of 40 lessons. Each lesson contains the following components:

1. a lesson guide for teachers
2. a student leaflet
3. an evaluation lesson guide
4. a student evaluation form
5. a Chinese supplement
6. hold-up pictures
7. transparency masters

The lessons are based on a corpus developed from staff research on the linguistic and cultural backgrounds of the Chinese, Japanese, Korean, and Filipino students, together with input on Spanish-speaking students. Structural sequencing goes from the simple to the complex and is a composite of two sources: a staff-conducted inventory of structures gleaned from the most widely-used ESL textbooks for adults and the tentative ESL curriculum outline of the Los Angeles School District Division of Career and Continuing Education. Situations and vocabulary have been selected on the basis of relevancy for the students and a high frequency of occurrence in everyday living.

Extensive field-testing of these materials in a variety of learning situations has established their versatility. They have been used successfully in classes with students from heterogeneous language backgrounds, as well as in Chinese, Japanese, and Spanish bilingual classes.

The lesson guides are essential to the most effective utilization of the materials, in that they contain the vital steps in the progressive acquisition of skills leading to the goals of everyday communication.

The following information appears in the guides for each lesson:

1. The objectives for listening comprehension, for listening and speaking, and for reading and writing--each stated in behavioral terms.

2. A synopsis of structures, including new and review items, together with a list of fixed expressions.

3. A listing of instructional aids required for the lesson.

4. Structural and cultural notes and charts with background information for teachers of Chinese, Filipino, Japanese, and Korean students, as well as of Spanish-speaking students.

5. A suggested procedural guide for teaching the lesson on the left side of the page, corresponding with the student leaflet reproduced in its entirety on the right side.

These are detailed guides, particularly in the earlier lessons, but designed with a built-in flexibility, allowing for utilization by teachers with a variety of teaching experiences. While one teacher may utilize the guide as a step-by-step lesson plan for the day's activites, another teacher may simply use the guides as a convenient checklist, adding notes to herself where appropriate. The teacher of a multi-level class can thus utilize it for all her students by varying the lexical content.

The student leaflet is designed to be used by the student for reading and writing exercises after the oral practice, as well as for home study and review. The generously-illustrated leaflets give even the poor reader an opportunity for self-study.

Listening comprehension exercises set the keynote and introduce the basic vocabulary and/or the structure for each lesson. Additional vocabulary and structural elements are presented through short conversational exchanges or stories. Great care has been taken to coordinate the grammar, the vocabulary, and the cultural setting, in order to accommodate the somewhat conflicting properties of structure and situation.

The dialogues and stories are not designed solely for rote memorization, but are instead a vital step in a systematic skills-development process. The initial teacher-directed practice serves to develop manipulative skills with a particular aspect of language. Constant reinforcement of these skills with meaningful activity allows the student to combine what he knows with what he is learning and leads to creative, innovative language use.

Hold-up drill pictures and/or transparencies are an integral part of the Asian Project lessons. When used in setting the scene for the situations of the dialogues or stories and in drilling for vocabulary or grammar, these adult-oriented visuals add a realism and a meaningfulness second only to actual settings or realia.

Optional activities providing for additional practice are suggested in the lesson guides and add an extra dimension of flexibility to the materials.

Pronunciation drills which are incorporated in these lessons focus on those features which can predictably cause problems for Asian and Spanish speakers, as established by the phonological research of the Project staff.

The reading and writing exercises reinforce the listening and speaking objectives of the lessons.

Every fifth lesson contains a review of the structures presented in the preceding four lessons.

The evaluation exercises are designed to provide both the student and the teacher with a check on the achievement of the specific objectives of each lesson. Provision is made for group testing of oral production for large classes. Student leaflets are provided for individual evaluation of listening, reading, and writing skills.

A Chinese supplement has been developed for home study use by those Chinese students who may need special assistance. Translations of the lesson objectives and of the basic dialogues and stories appear in these leaflets, together with cultural and structural notes explaining those features of the English language and culture which may need further explication.

Sadae Iwataki
Project Director
August, 1973

IMPORTANT NOTE: In teaching situations where it would not be feasible to reproduce the student leaflets in quantity for the classes, it would be possible for a teacher to teach these lessons with the use of the lesson guide and visuals alone. The reading and writing exercises and the evaluation exercises can then be reproduced on the chalkboard or on duplicated sheets.

VOLUME I

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Student Leaflet
Evaluation Lesson Guide
Evaluation Student Leaflet
Chinese Supplement

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Section II: It's a Pen

Lesson 2. Section I: What's Your Address?
Section II: What Time Is It?

Lesson 3. Section I: What Is He/She?
Section II: What's His/Her Name?

Lesson 4. Section I: What Are They?
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Los Angeles Unified School District
Asian Project - ABE
AP-210143

LESSON ONE - LESSON GUIDE
SECTION I: What's Your Name?
SECTION II: It's a Pen

LESSON ONE

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Respond to the following classroom directions and questions:

   Listen — Show me a __________.
   Repeat — What's this?

2. Identify common classroom items: pen, pencil, book, notebook, chair, desk, table, flag, chalkboard, window, clock, watch, and door.

Listening and Speaking: Student will be able to:

1. Give an appropriate response when:
   - a. greeted.
   - b. asked his name.
   - c. asked his first name or last name.
   - d. asked to spell his name.
   - e. asked to identify a classroom object.
2. Ask questions to elicit all the above information, except "What's this?"
3. Perform the above with acceptable pronunciation (i.e., as judged by the teacher).

Reading and Writing:

1. Student will be able to read:
   - a. his full name.
   - b. his first and last name.
   - c. the dialogues.
   - d. the names of the classroom objects.
2. Student will be able to copy:
   - a. the printing of "capital" and "small" letters of the alphabet.
   - b. the sentences of the dialogues.
3. Student will be able to print:
   - a. his full name.
   - b. his first and last names.

SYNOPSIS OF STRUCTURES

	What's your name?	(My name's) Ben Lee.	It's a (book).
	What's your first name?	(My first name's) Ben.	How are you? Fine, thank you.
	What's your last name?	(My last name's) Lee.	Hi! Hello!
Reception only:	Listen	Show me a ________.	
	Repeat	What's this?	

INSTRUCTIONAL AIDS

Drill pictures:	P1 - Dialogue (How are you?) P2 - Dialogue (What's your name?)
Transparency masters:	T1 - Dialogue (How are you?) T2 - Dialogue (What's your name?) T3 - Objects in the classroom
Student handouts:	Student leaflet Student evaluation form
Lesson Guide:	Evaluation form

CULTURAL NOTES

1. The Chinese, Japanese, and Korean are comparatively formal in addressing each other, even on an intimate basis. Consequently, they tend to feel uncomfortable and hesitant in using first names with people in the way that Americans do.

2. Informal greetings such as "Hi!" or "Hello!" would only be used among peers by Asians. Students will need to be reassured that it would not be disrespectful of them to greet their teachers, for example, in that manner.

3. Chinese, Japanese, and Korean give their names with the last name first (e.g., Sue Wong would be Wong Sue).

4. In Spanish, family refers to the father's family name, mother's family or to both. One may use his mother's family name in combination with his father's. If his mother's family is "Gonzalez" and his father's family is "Ruiz" he may call himself "Juan Ruiz Gonzalez." His mother's family name always comes last. It's important for the Spanish to learn that last name or family name in English refers only to the father's last name.

SECTION I: WHAT'S YOUR NAME?

[NOTE: Do not distribute the student leaflet until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

CLASSROOM DIRECTIONS

Listen

Say "Listen" and gesture for the students to listen only as you repeat 2 or 3 times.

T: (Introduce yourself.) My name's Mrs. Baker.
(Greet the class.) Hello, class!
(Point to yourself.) Hello, Mrs. Baker!

Repeat

Say "Repeat" and gesture for the class to repeat.

T: Hello, Mrs. Baker!
Cl: Hello, Mrs. Baker!

Divide class into groups and have each group repeat. Call on several individuals to repeat.

Answer

Greet the class and gesture for the class to answer

T: Hello, class!
Cl: Hello, Mrs. Baker!

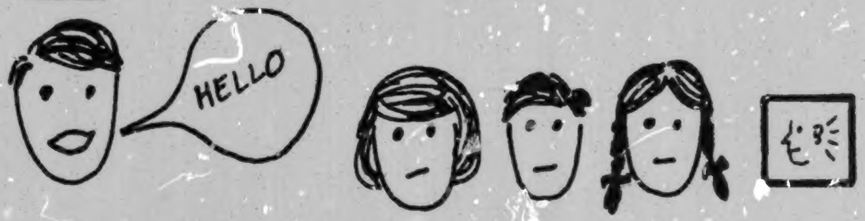
SECTION I. WHAT'S YOUR NAME?

OBJECTIVE

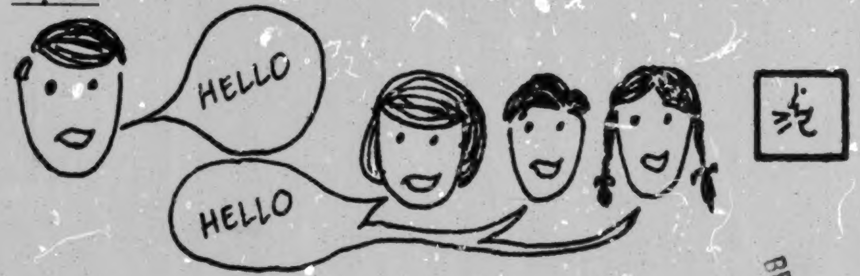
In this section you will learn how to ask and answer questions about names.

CLASSROOM DIRECTIONS

Listen



Repeat



DIALOGUE #1: HOW ARE YOU?

Show drill picture P1 or transparency T1.

1. Model the dialogue twice.
2. Model each line and have the class repeat.
   a. Divide the class into groups and have each group repeat.
   b. Have several individuals repeat.
3. Take one line and have the class take the other. Reverse roles.
4. Have groups take alternate lines.
5. Have individuals take alternate lines.
6. Write the dialogue on the chalkboard or show it on the overhead, and read the lines.
7. Have class, groups, then individuals read the lines after you.

DIALOGUE #2: WHAT'S YOUR NAME?

Preliminary Activity

A. Introduce yourself, repeating several times.

T: My name's May Baker.

B. Elicit names from a few students, using gestures and words.

T: What's your name? Joe King? Bill Lee?

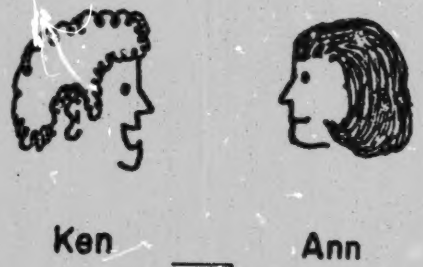
S-1: Ken Wong.

S-2: Maria Gomez.

Presenting the Dialogue

Show drill picture P2 or transparency T2 and follow procedure outlined for Dialogue #1.

DIALOGUE #1: HOW ARE YOU?



Ken: Hi, Ann!

Ann: Hello, Ken!

Ken: How are you?

Ann: Fine, thank you.

DIALOGUE #2: WHAT'S YOUR NAME?

1. Teacher models - Class listens

2. Teacher models - Class
Group
Student
> repeats

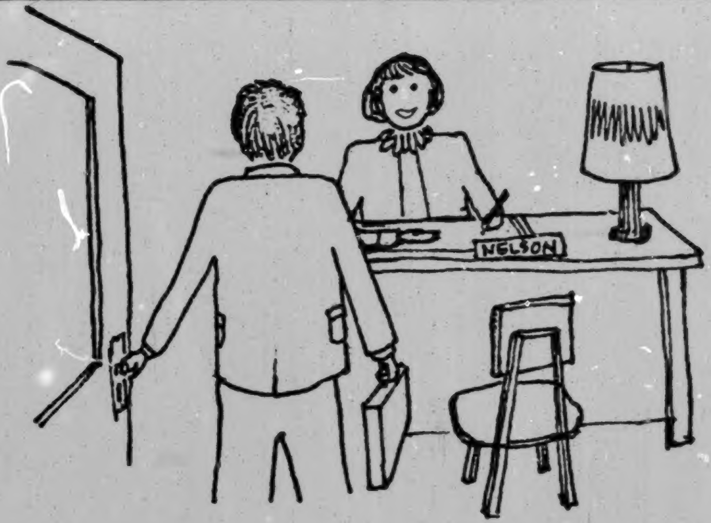
3. Alternate lines: Teacher - Class
Group - Group
Student - Student

4. Write dialogue on board or show on overhead.

   a. Teacher reads - Class listens

   b. Teacher reads - Class reads

   c. Take roles reading



Ben Lee **Kay Nelson**

Kay Nelson: Hello. How are you?

Ben Lee: Fine, thank you.

Kay Nelson: What's your name?

Ben Lee: My name's Ben Lee.

PRACTICE

"What's your name?"

A. Answer Drill

1. Select students who had given their names during the preliminary activity.

   T: What's your name?
   S-1: My name's Ken Wong.

   T: What's your name?
   S-2: My name's Maria Gomez.

2. Ask several other students to give their names.

PRACTICE

"What's your name?"

B. Repetition Drill

Have class repeat.

T: What's your name? Repeat.

Have groups and individuals repeat.

C. Question Drill

Have the class ask you.

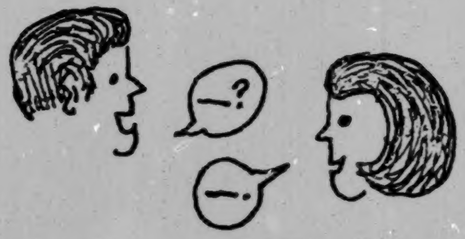
Cl: What's your name?
T: My name's May Baker.

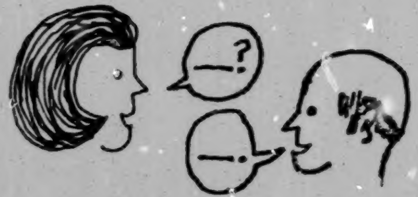
Have groups and individuals ask you.

D. Chain Drill

Have individuals ask each other.

S-1: What's your name?
S-2: My name's Maria Gomez. What's your name?
S-3: My name's Bill Wong.





S-1: What's your name?
S-2: My name's Maria Gomez.
What's your name?
S-3: My name's Bill Wong.

- - - - - - - - - - - - - - - - - - - -

DIALOGUE #3: WHAT'S YOUR FIRST NAME?

Preliminary Activity

Write your full name on the board.

T: My name's May Baker.
(Point to first name.) My first name's May.
(Point to last name.) My last name's Baker.

Presenting the Dialogue

1. Teacher models - Class listens
2. Teacher models - Class repeats (etc.)

Show drill picture P2 (transparency T2) and follow procedure outlined for Dialogue #1.

DIALOGUE #3: WHAT'S YOUR FIRST NAME?

Kay Nelson: What's your first name?
Ben Lee: My first name's Ben.
Kay Nelson: What's your last name?
Ben Lee: My last name's Lee.

PRACTICE

"What's your first/last name?"

A. Answer Drill

Teacher asks - Student answers

T: What's your first name?
S: My first name's Ken.
T: What's your last name?
S: My last name's Wong.

B. Question and Answer Drill

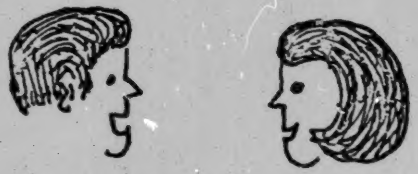
Group
Student > asks - Student answers

S-1: What's your first name?
S-2: My first name's Maria.
S-1: What's your last name?
S-2: My last name's Gomez.

Continue practice with other individuals.

PRACTICE

"What's your first/last name?"



S-1: What's your first name?
S-2: My first name's Maria.

S-1: What's your last name?
S-2: My last name's Gomez.

- -

READING

[NOTE: Distribute the student leaflets at this time.]

A. "My name's Ben Lee"

1. Read each line while the class listens.
2. Read again and have the class repeat.
3. Alternate lines with the class.
4. Divide the class in half and have each half take a line.
5. Have individuals take alternate lines.

B. "My name's Kay Nelson"

Follow the same procedure as in A.

READING

A. "My name's Ben Lee"

Hello!
My name's Ben Lee.
My first name's Ben.
My last name's Lee.

B. "My name's Kay Nelson"

Hi!
My name's Kay Nelson.
My first name's Kay.
My last name's Nelson.

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WRITING

A. The Alphabet (printing)

1. Explain briefly the difference between printing and writing.

2. Have the students copy the printing of the capital letters and the small letters.

   a. Have students trace the dotted lines.

   b. Have students copy the letters.

B. Printing Names

1. Have the students print their names in capital letters, first name first.

2. Have students print their names in capital letters, last name first.

WRITING

A. The Alphabet (printing)

ABCDEFGHIJKLM
ABCDEFGHIJKLM

NOPQRSTUVWXYZ
NOPQRSTUVWXYZ

a b c d e f g h i j k l m
a b c d e f g h i j k l m

n o p q r s t u v w x y z
n o p q r s t u v w x y z

B. Print your name.

Examples: KAY NELSON   NELSON, KAY

1. ______________________ ______________________
First Name   Last Name

2. ______________________ , ______________________
Last Name   First Name

C. Have the students fill in the blanks with their names.

C. Fill in the blanks with your name.

1. My name's ____________________
2. My first name's ____________________
3. My last name's ____________________

SECTION II. IT'S A PEN

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II. IT'S A PEN

[NOTE: Put away your leaflets until time for Reading.]

OBJECTIVES

In this section you will:

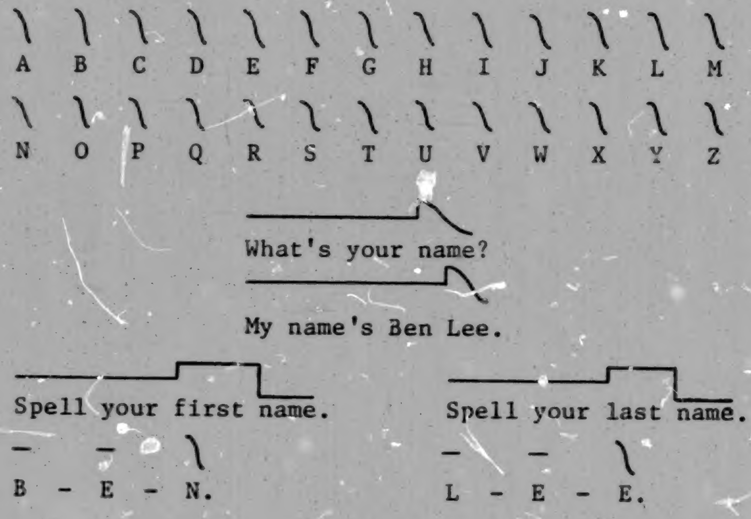
1. Practice pronunciation.
2. Learn the names of some classroom objects.

PRONUNCIATION

1. Print the alphabet (capital letters) on the board.
2. Teacher models the letters - Class listens

   [NOTE: Use the falling intonation for each letter.]
3. Teacher models each letter - Class / Group / Student > repeats
4. Teacher points to the letters at random - Class / Group / Student > pronounces the letter
5. Teacher models the exercise - Class / Group / Student > repeats
6. Have students spell their names.

PRONUNCIATION



A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

What's your name?

My name's Ben Lee.

Spell your first name.

B - E - N.

Spell your last name.

L - E - E.

LISTENING COMPREHENSION

Listening and Identifying

A. Hold up or point to an object and identify it.

T: (Hold up a pencil.)
A pencil. It's a pencil.

(Point to or stand by the door.)
A door. It's a door.

Repeat with other items.

B. Direct the class through words and gestures to hold up or point to the objects that you name.

T: Show me a pen.
Cl: (Holds up a pen.)

T: Show me a chair.
Cl: (points to a chair.)

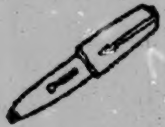
Listening and Repeating

Hold up a pen (or stand by a window) and have the class repeat.

T: What's this? It's a pen.
Cl: It's a pen.

Continue with other objects. Have groups and several individuals repeat.

LISTENING COMPREHENSION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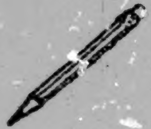
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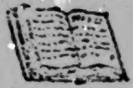
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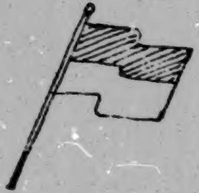
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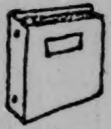
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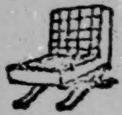
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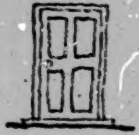
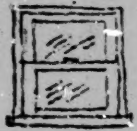
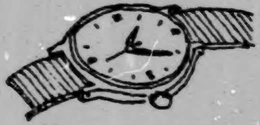
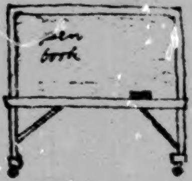
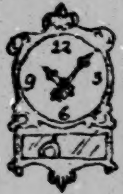

a door


a window

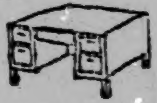

a watch

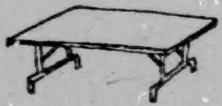


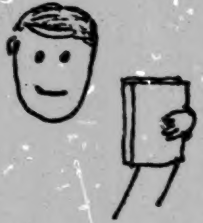
a chalkboard

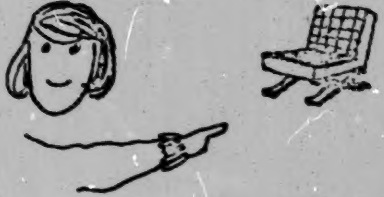


a clock


It's a desk.


It's a table.


Show me a book.


Show me a chair.

PRACTICE

A. Substitution Drill

Cue with objects and have class respond.

T: (Hold up a pen.) It's a pen.
Cl: It's a pen.

T: (Point to a window.) window
Cl: It's a window.

Continue with other objects. Have groups and several individuals respond.

B. Identification Drill

Cue with objects and have class answer.

T: (Hold up a book.) What's this?
Cl: It's a book.

Have groups and individuals answer.

- -

READING

Have students open their leaflets to page 7 and read the names of the objects and the sentences below each picture.

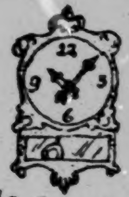
- -

WRITING

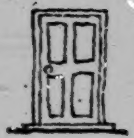
Have the students fill in the blanks.

WRITING

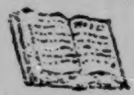
Fill in the blanks.



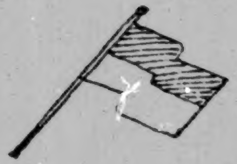
1. It's a ______



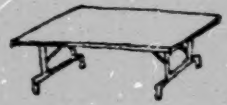
2. It's a ______



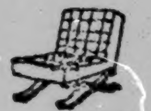
3. ______ a book.



4. It's ______ flag.



5. It's a ______



6. ______ a chair.

OPTIONAL ACTIVITIES

[NOTE: These are exercises for further practice.]

A. Name Cards

1. Give each student a sheet of paper and instruct him to fold it and print his name on a folded half, first name first. (These can be used henceforth as name plates.)

2. Ask for a volunteer to stand and give his name, showing his card.

My name's ________________.

3. Students can ask him his name, first name, and last name.

B. "Listen/Repeat"

1. Hand out slips of paper with words, phrases, and sentences from the lesson.

2. Divide class into 2 groups, calling on students in group 1 to read their slips, giving the second group directions to "listen" or "repeat."

3. If anyone in the second group responds incorrectly, the first group gets a point (and another turn).

C. "Hi, Ben"

Give practice in greeting people, using their names. Chain drill.

Hi, __________.
Hello, __________.

D. Objects Game

[NOTE: Use pictures of lesson objects as instructional aids.]

1. Divide the class into 2 or 3 groups.

2. Hold up a picture card (with the picture not visible to the students) and call on one individual in each group in turn, "What's this?" until someone guesses correctly.

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AP-200143

LESSON ONE - STUDENT LEAFLET
SECTION I: What's Your Name?
SECTION II: It's a Pen

LESSON ONE

SECTION I: WHAT'S YOUR NAME?

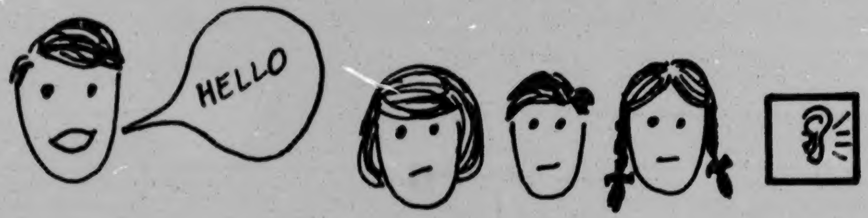
OBJECTIVE

In this section you will learn how to ask and answer questions about names.

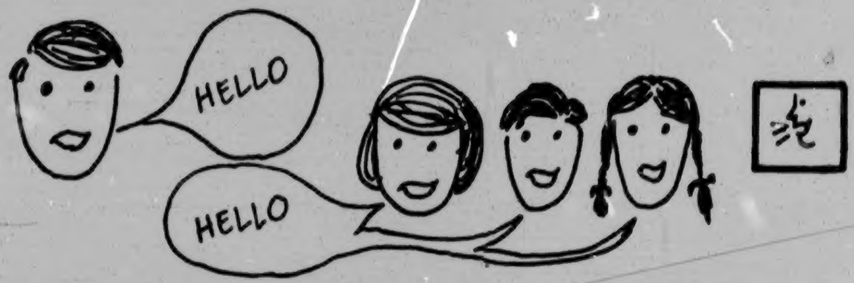
- -

CLASSROOM DIRECTIONS

Listen

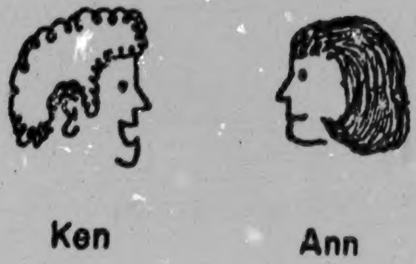


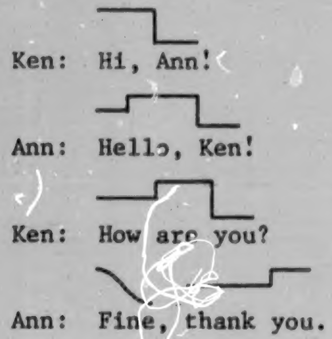
Repeat



[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

DIALOGUE #1: HOW ARE YOU?





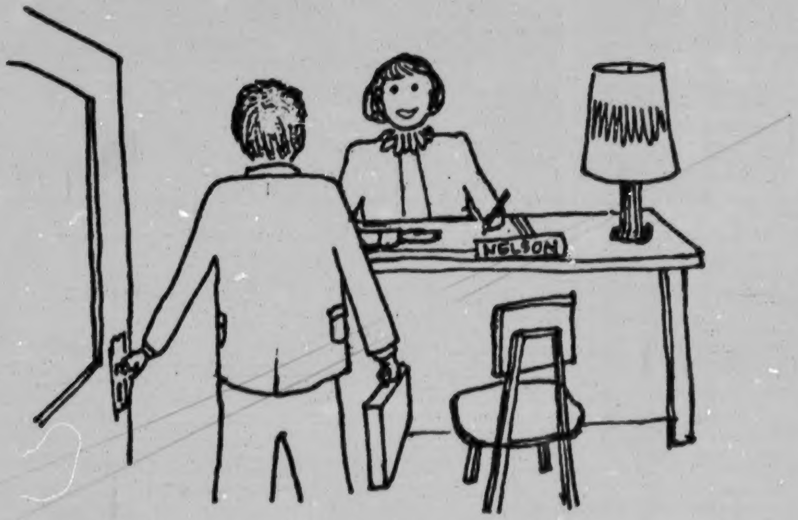
Ken: Hi, Ann!

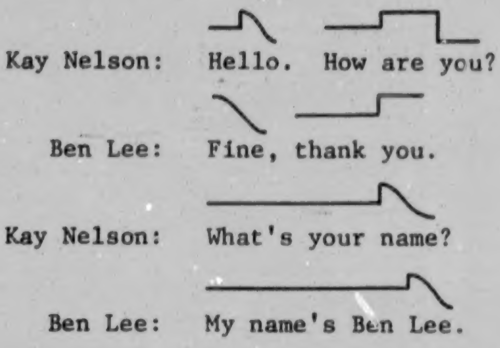
Ann: Hello, Ken!

Ken: How are you?

Ann: Fine, thank you.

DIALOGUE #2: WHAT'S YOUR NAME?


NELSON
Ben Lee
Kay Nelson



Kay Nelson: Hello. How are you?

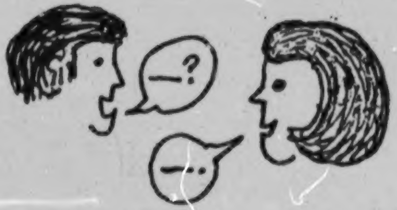
Ben Lee: Fine, thank you.

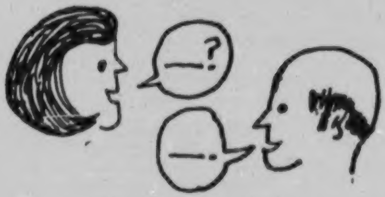
Kay Nelson: What's your name?

Ben Lee: My name's Ben Lee.

PRACTICE

"What's your name?"

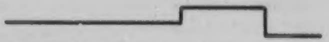




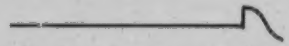
S-1: What's your name?   S-2: My name's Maria Gomez.

What's your name?   S-3: My name's Bill Wong.

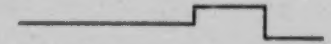
DIALOGUE #3: WHAT'S YOUR FIRST NAME?



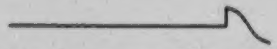
Kay Nelson: What's your first name?



Ben Lee: My first name's Ben.



Kay Nelson: What's your last name?



Ben Lee: My last name's Lee.

PRACTICE

"What's your first/last name?"

S-1: What's your first name?

S-2: My first name's Maria.

S-1: What's your last name?

S-2: My last name's Gomez.

READING

A. "My name's Ben Lee"

Hello!

My name's Ben Lee.

My first name's Ben.

My last name's Lee.

B. "My name's Kay Nelson"

Hi!

My name's Kay Nelson.

My first name's Kay.

My last name's Nelson.

- -

WRITING

A. A B C D E F G H I J K L M

A B C D E F G H I J K L M

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

N O P Q R S T U V W X Y Z

N O P Q R S T U V W X Y Z

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

a b c d e f g h i j k l m

a b c d e f g h i j k l m

n o p q r s t u v w x y z

n o p q r s t u v w x y z

B. Print your name.

Example: **KAY NELSON**
NELSON, KAY

____________________	____________________
First Name	Last Name
____________________,	____________________
Last Name	First Name

C. Fill in the blanks with your name.

1. My name's ______________________________

2. My first name's ___________________________

3. My last name's ____________________________

SECTION II. IT'S A PEN

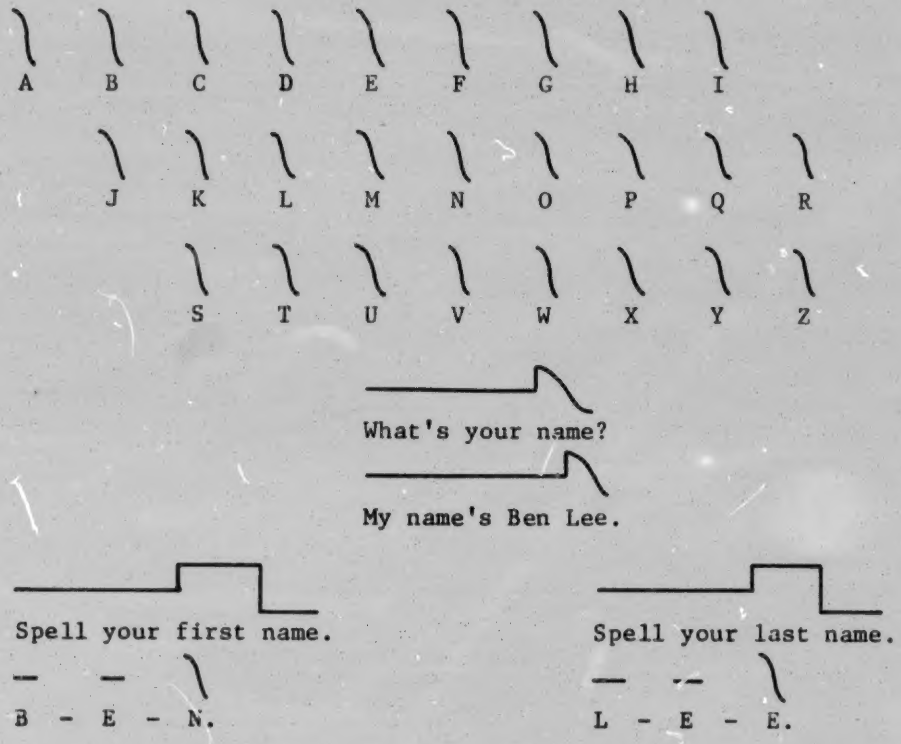
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to spell your name.
3. Learn the names of some classroom objects.

PRONUNCIATION



A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

What's your name?

My name's Ben Lee.

Spell your first name.

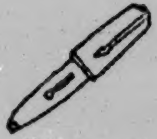
B - E - N.

Spell your last name.

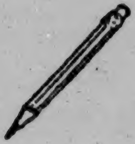
L - E - E.

LISTENING COMPREHENSION

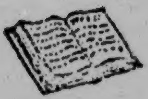
Listening and Identifying



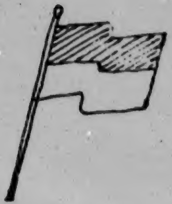
a pen



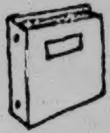
a pencil



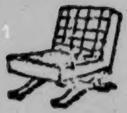
a book



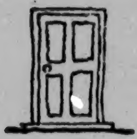
a flag



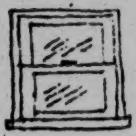
a notebook



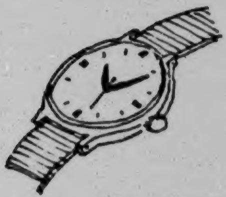
a chair



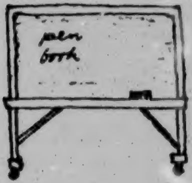
a door



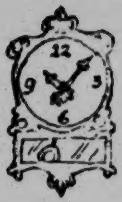
a window



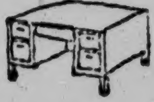
a watch



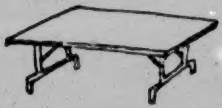
a chalkboard



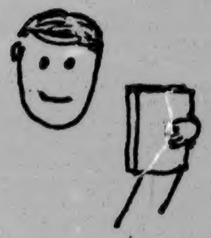
a clock



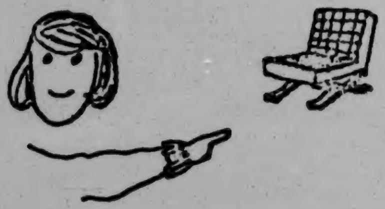
It's a desk.



It's a table.



Show me a book.

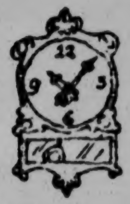


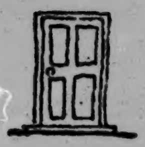
Show me a chair.

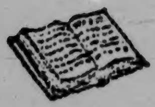
- -

WRITING

Fill in the blanks.



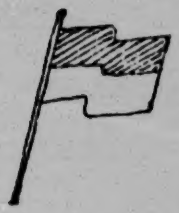


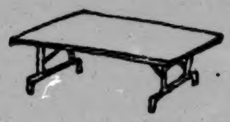


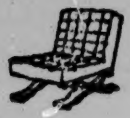
1. It's a ______________

2. It's a ______________

3. ______________ a book.







4. It's ____________ flag.

5. It's a ______________

6. ______________ a chair.

Los Angeles Unified School District
Asian Project - ABE AP-290182

LESSON 1: STUDENT LEAFLET
EVALUATION FORM

LESSON ONE: STUDENT EVALUATION FORM

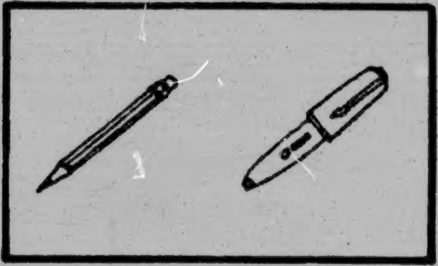
I and II. Oral Exercises

- -

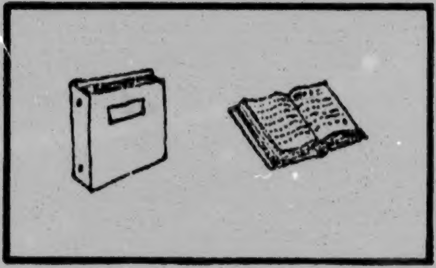
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

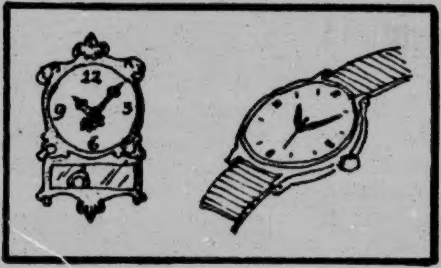
1.



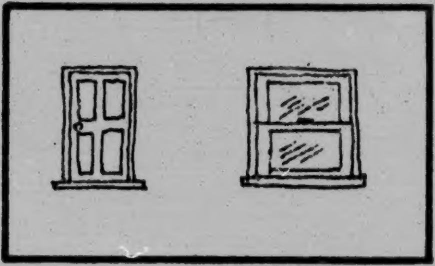
2.



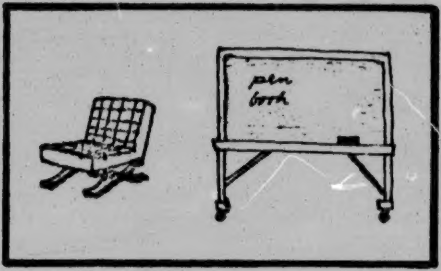
3.



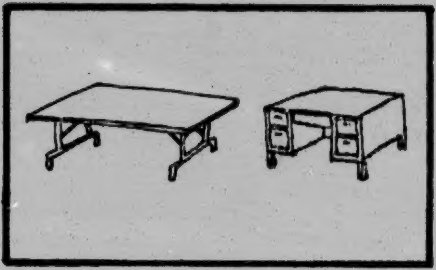
4.



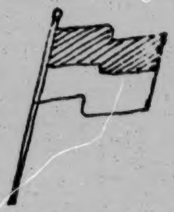
5.



6.



7.



Ben Lee

8.

Ben Lee

IV. READING

Directions: Circle the answer.

1. What's your ____________?

name
last
first

2. ______________ name's Ben.

It's
My
What's

3. It's ____________ table.

are
a
last

4. How are ___________?

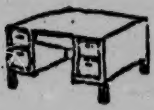
you
name
your

V. WRITING

Directions: Write one of these words on each line:

WORDS

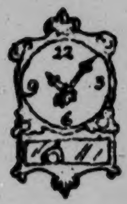
What's
clock
thank
It's
desk



1. It's a _____________________

2. ____________________ your name?

3. ____________________ a watch.



4. It's a ______________________

(1) E2

Los Angeles Unified School District
Asian Project - ABE AP-2A0182

LESSON ONE - CHINESE SUPPLEMENT
SECTION I: What's Your Name?
SECTION II: It's a Pen

LESSON ONE

第一課

SECTION I: WHAT'S YOUR NAME?

第一節：你叫什麼？

OBJECTIVE

學習目標

In this section you will learn how to ask and answer questions about names.

在這一節裡你們學習如何問和答有關姓名的問題。

Dialogue #1		對話(一)：你好嗎？
Ken:	Hi, Ann!	嗨！Ann！
Ann:	Hello, Ken!	哈囉！Ken！
Ken:	How are you?	你好嗎？
Ann:	Fine, thank you.	好，謝々你。
Dialogue #2		對話(二)：你叫什么名字？
Kay Nelson:	Hello. How are you?	哈囉，你好嗎？
Ben Lee:	Fine, thank you.	好，謝々你。
Kay Nelson:	What's your name?	你叫什麼名字？
Ben Lee:	My name's Ben Lee.	我叫 Ben Lee。
Dialogue #3		對話(三)：你叫什麼？
Kay Nelson:	What's your first name?	你叫什麼？
Ben Lee:	My first name's Ben.	我叫 Ben。
Kay Nelson:	What's your last name?	你姓什么？
Ben Lee:	My last name's Lee.	我姓 Lee。

SECTION II: IT'S A PEN 第二節：是筆

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to spell your name.
3. Learn the names of some classroom objects.

學習目標

在這一節，你們要：

一、練習發音，
二、學習拼寫你（自己）的名字。
三、學習課室内一些实物的名称。

NOTES

1. Americans may ask you to spell out a word when they don't understand you. Please learn to say the alphabet correctly. (Listen to the way your teacher pronounces the letters.)
2. The article "a" is usually not stressed in English.
3. "Hi" or "Hello" are greetings that roughly correspond to "Nei hou ma?" in Cantonese. It's perfectly respectful to greet your teachers and friends in this manner.
4. Notice that in English the family name comes after the first name.

應注意事項

一、美國人聽不清楚你說什麼的時候，他們常會叶你把那個字拼出來。因此必須留心學習英文字母的正確發音。留心聽教員唸這些英文字母。

二、英文的冠詞"a"，通常是輕讀。

三、"嗨"或"哈囉"是問候辭令，畧等於中國人說的"你好嗎？"對師長、對同學都可以應用。

四、英文姓名排列的次序是：名先、姓後；跟中國人不同。

Los Angeles Unified School District
Asian Project - ABE AP-280143

LESSON 1: LESSON GUIDE
EVALUATION FORM

LESSON ONE: EVALUATION

I. PRONUNCIATION (Check for correct stress and intonation.)

Directions: Divide the class into groups and test each item with one or more groups. Indicate the approximate percentage of students performing acceptably in each group that you check, as in the accompanying example.

EXAMPLE (%)

GROUP	1			
	0-50 %	50-74 %	75-89 %	90-100 %
			✓	

Have students repeat:

GROUP	1				2				3				4				5			
1. Hello, Mrs./Mr. Baker.																				
2. How are you?																				
3. Fine, thank you.																				
4. What's your first name?																				
5. It's a desk.																				

II. QUESTION AND ANSWER

Directions: Have individual students answer your questions. Circle the number of students performing acceptably and also the number asked. Use lesson pictures as cues for question 4.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's your name? (My name's)	1 2 3 4 5	1 2 3 4 5
2. What's your first name? (My first name's)	1 2 3 4 5	1 2 3 4 5
3. What's your last name? (My last name's)	1 2 3 4 5	1 2 3 4 5
4. What's this? (It's a pen.)	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answer on their sheet.

1. It's a pen.
2. It's a book.
3. It's a watch.
4. It's a door.
5. It's a chair.
6. It's a desk.
7. It's a name.
8. It's a first name.

IV. READING

V. WRITING

Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

LESSON TWO - LESSON GUIDE
SECTION I: What's Your Address?
SECTION II: What Time Is It?

LESSON TWO

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Respond to the following classroom directions:

   Ask the question.
   Answer the question.
   Copy the sentences.

2. Identify the numbers from 0 to 12.

3. Identify the hours and the half hours.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked his:

   a. address
   b. city
   c. zip code

2. Ask questions to elicit the above information.

3. Give the hour or the half hour upon being asked, "What time is it?"

4. Ask questions to elicit the time.

5. Use and respond to greetings such as: "Good morning/Good afternoon/Good evening."

6. Perform the above with acceptable pronunciation as judged by the teacher.

Reading and Writing: Student will be able to:

1. Read and write the numerals from 0 to 12.

2. Read and write the sentences in the lesson.

3. Copy the alphabet in cursive writing.

4. Sign his name.

SYNOPSIS OF STRUCTURES

What's your address? city zip code	My address is __________. city zip code	Reception only: Ask the question. Answer the question. Hold up _____ finger(s). Copy the sentences.
What time is it?	It's _____ o'clock/It's 1:30.	
Numbers: 0 - 12	Good morning/Good afternoon/Good evening.	

INSTRUCTIONAL AIDS

1 cardboard clock

Drill pictures:	P3 - Dialogue (What's your address?) P4 - Dialogue (Good evening)
Transparencies:	T4 - Dialogue (What's your address?) T5 - Dialogue (Good evening)
Student handouts:	Student leaflet Student evaluation form
Lesson Guide:	Evaluation form

CULTURAL NOTES

1. In counting on their fingers, the Chinese, Japanese, and Koreans start with an open hand and count inward, beginning with the thumb and ending with the little finger for number 5. The Filipinos also count inward, though they start with the little finger and end with the thumb. The Asian students would be interested in learning that the Americans start with a closed fist and count outward, beginning with the index finger and ending with the thumb.

2. The Chinese have an equivalent expression for "Good morning, " but none for "Good afternoon" or "Good evening." Their greeting for the rest of the day is simply "How are you?" The Koreans use "Hello" for their greetings.

3. Note the ways in which the various speakers give their address:

English	104	Fay Avenue	
Chinese		Fay Avenue	104
Japanese		Fay Avenue	104 number
Korean		Fay Avenue	104 number
Tagalog	104	Fay Avenue	
Spanish		Avenue Fay	number 104

4. In addressing an envelope, the Chinese, Japanese, and Koreans reverse the order of entry, as compared with the American way. For example:

U.S.A., California, Los Angeles
Fay Avenue, 104
Lee, Ben, Mr.

5. The English "it" used as a false subject has no equivalent in Chinese, Japanese, Korean, and Tagalog. Hence the speakers of these languages tend to replace the word "it" with other words or to drop it. For example, "What time is it?" is often expressed as: "What time is now?" or "What time is?" or simply "What time?"

SECTION I. WHAT'S YOUR ADDRESS?

[NOTE: Students will not have leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I. WHAT'S YOUR ADDRESS?

OBJECTIVES

In this section you will learn:

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

REVIEW AND WARM-UP

Direct the students to repeat, ask, and answer the questions from Lesson 1.

What's your name/first name/last name?

1. Teacher models question - Class repeats
2. Teacher models answer - Class repeats
3. Teacher asks - Class / Group / Student > answers
4. Student asks - Teacher answers
5. Student asks - Student answers

LISTENING COMPREHENSION

Listening and Identifying

A. Hold up a finger and say "one." Repeat. Class listens.

B. Repeat with numbers 0 to 12.

C. Hold up various numbers of fingers at random and say the numbers.

D. Have the class hold up the correct number of fingers as you give the commands:

T: Hold up one finger. (etc.)

Repeating and Identifying

A. Hold up a finger and say "one."

Teacher models - Class repeats

Continue with numbers 0 to 12.

B. Hold up various numbers of fingers and say the numbers.

Teacher models - Class repeats

C. Cue with your fingers and have the class call out the numbers.

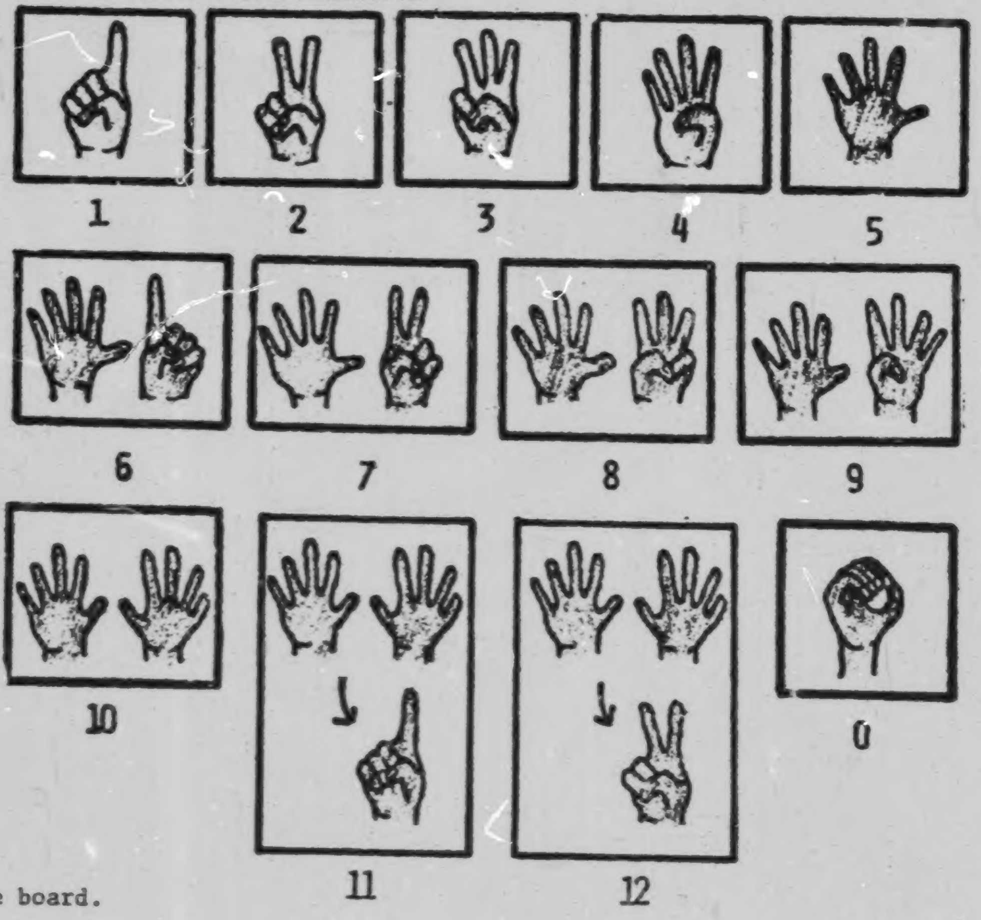
Teacher cues - Class / Group / Student > responds

Reading and Identifying

A. Call out the numbers as you write them on the board.

B. Have students read the numbers after you.

LISTENING COMPREHENSION



Preliminary Activity

A. Hold up an envelope addressed to yourself, or draw a facsimile on the board (a fictitious address can be used). Point to the street and house number and repeat several times.

My address is 450 Bay Avenue.

B. Point to the city and repeat several times.

My city's Pasadena.

Presenting the Dialogue

A. Introduce Mila and Bill in drill picture P3 (Transparency T4), and show that the envelope contains Bill's address.

B. Using the picture, model each line 2 or 3 times - Class listens

C. Teacher models - Class
Group > repeats

D. Take roles: Teacher - Class
Group - Group
Student - Student

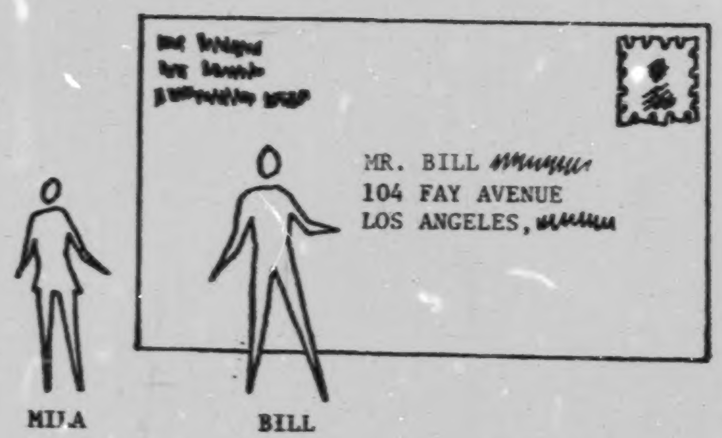
E. Write the dialogue on the board.

1. Teacher reads - Class reads silently

2. Teacher reads - Class
Group > repeats
Student

3. Take roles: Teacher - Group
Group - Group
Student - Student

THE DIALOGUE



Mila: What's your address?

Bill: (My address is) 104 Fay Avenue.

Mila: What's your city?

Bill: (My city's) Los Angeles.

PRACTICE

"What's your address?"

A. Tell the class your address and then ask several students their addresses.

T: My address is 450 Bay Avenue.
What's your address?
S: My address is _________.

B. Repetition Drill

Teacher models question - Class repeats

T: What's your address?

C. Answer Drill

Teacher
Group > asks - Student answers
Student

T: What's your address?
S: My address is _________.

"What's your city?"

A. Repetition Drill

Teacher models - Class
Group > repeats
Student

T: (Point to Bill and his city.)
My city's Los Angeles.

B. Answer Drill

Elicit cities from several students.

Teacher asks - Student answers

T: What's your city?
S: My city's _________.

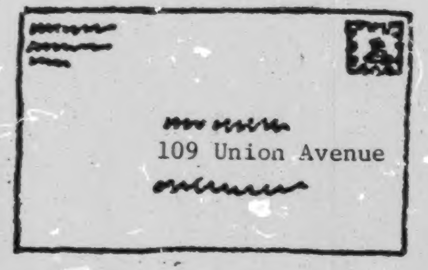
C. Repetition Drill

Teacher models - Class repeats

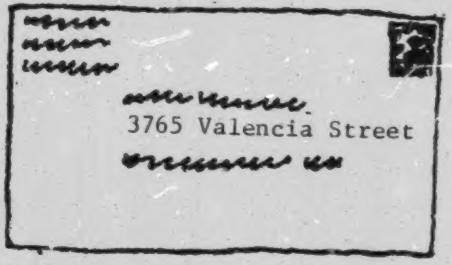
T: What's your city?

PRACTICE

"What's your address?"



1. S-1: What's your address?
S-2: My address is 109 Union Avenue.



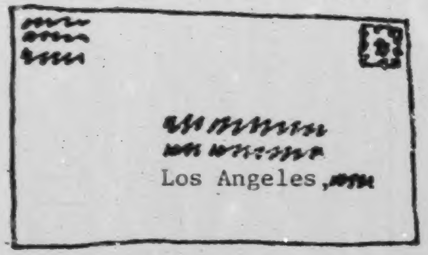
2. S-1: What's your address?
S-2: My address is 3765 Valencia Street.

"What's your city?"

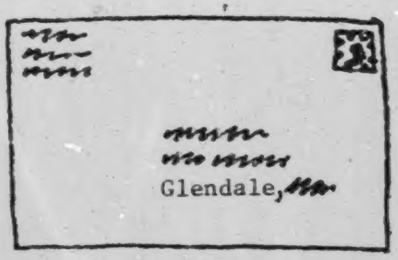
D. Question and Answer Drill

Teacher
Group > asks - Student answers
Student

S-1: What's your city?
S-2: My city's __________.



3. S-1: What's your city?
S-2: My city's Los Angeles.



4. S-1: What's your city?
S-2: My city's Glendale.

- -

EXTENSION

"My zip code's 91107"

A. Repetition Drill

Using drill picture P3 (or transparency T4), point to the zip code of the sender.

Teacher models - Class
Group > repeats
Student

T: My zip code's 91107.

B. Answer Drill

Teacher asks - Class
Group > answers
Student

T: What's your zip code?
S: My zip code's 91107.

C. Substitution Drill

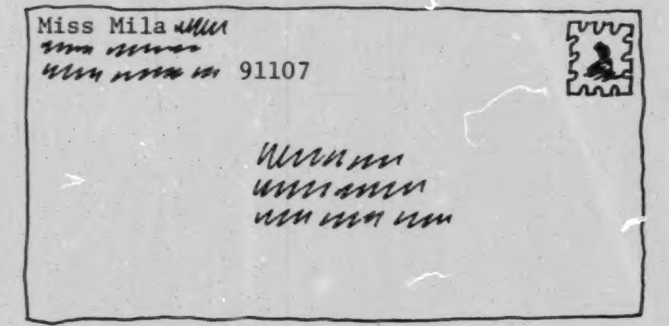
Teacher cues - Class
Group > responds
Student

T: My zip code's 90005.
90026.
99574
10025
(etc.)

S: My zip code's 90005.
My zip code's 90026.
(etc.)

EXTENSION

"My zip code's 91107"



Bill: What's your zip code?

Mila: My zip code's 91107.

"What's your zip code?"

A. Repetition Drill

Teacher models question - Class / Group / Student > repeats

T: What's your zip dode?

B. Controlled Conversation

Elicit some zip codes from students and place them on the blackboard.

Group / Student > asks - Student answers

S-1: What's your zip code?
S-2: My zip code's 90005.

[NOTE: Occasionally give students the directions "As[k] the question/Answer the question" in order to teach them these classroom directions.]

READING

[NOTE: Distribute lesson leaflets at this time.]

A. Have class turn to page 2 and read the Practice exercises.

Teacher models - Class listens and reads silently
Teacher models - Class reads
Student reads aloud

B. Have class read the Extension exercises on page 3, following procedures as in A.

C. The Reading Dialogue

Teacher reads - Class reads silently
Teacher reads - Class reads

Alternate roles: Teacher - Class
Class - Teacher
Group - Group
Student - Student

D. Optional Activity: If more practice is desired, write numbers, addresses, etc. on the board for students to read.

"What's your zip code?"

90005

1. S-1: What's your zip code?
S-2: My zip code's 90005.

99574

2. S-1: What's your zip code?
S-2: My zip code's 99574.

90026

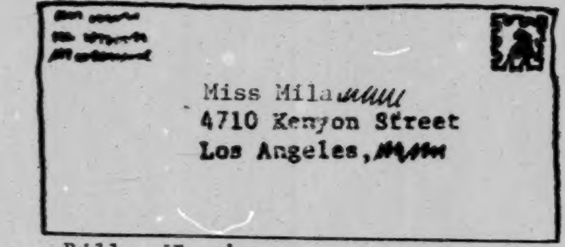
3. S-1: What's your zip code?
S-2: My zip code's 90026.

READING

A. Read the Practice exercises on page 2.

B. Read the Extension exercises on page 3.

C. Read the Dialogue.



Miss Mila
4710 Kenyon Street
Los Angeles,

Bill:	What's your address?
Mila:	My address is 4710 Kenyon Street.
Bill:	What's your city?
Mila:	My city's Los Angeles.

LISTENING COMPREHENSION

Listening and Identifying

A. Hold up a cardboard clock or draw a picture of one on the board. Move the hands as you call out the time, repeating 2 or 3 times.

Teacher models - Class listens

B. Set (or draw) the hour hand at various numbers and call out times. Have students nod their heads when you say the correct time and shake their heads when you don't.

T: (Set clock at 2.) Two o'clock.
Cl: (Nods head.)

T: (Set clock at 7.) Five o'clock.
Cl: (Shakes head.)

ORAL PRACTICE

"It's 2 o'clock"

A. Repetition Drill

Teacher cues with clock and models
- Class
Group
Student
repeats

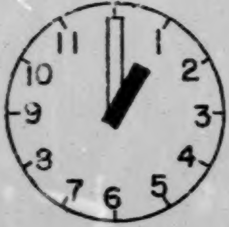
T: It's 2 o'clock.

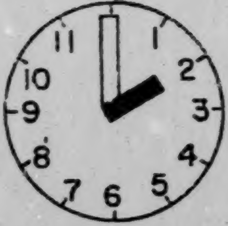
B. Answer Drill

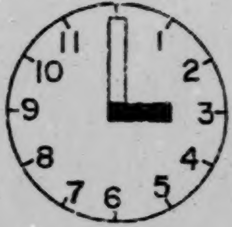
Teacher asks - Class
Group
Student
answers

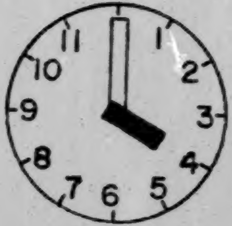
T: What time is it?
S: It's 2 o'clock.

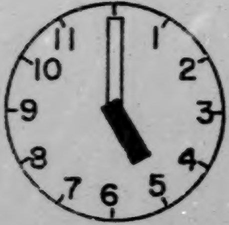
LISTENING COMPREHENSION

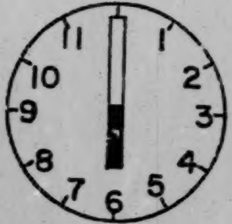

1 o'clock

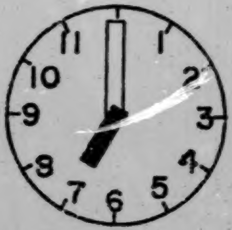

2 o'clock

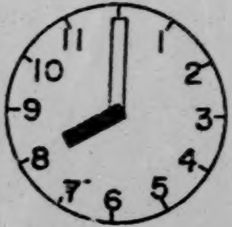

3 o'clock

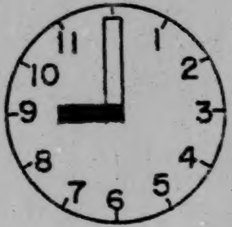

4 o'clock

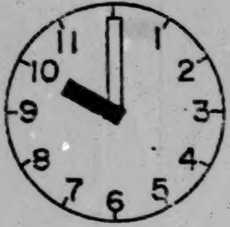

5 o'clock

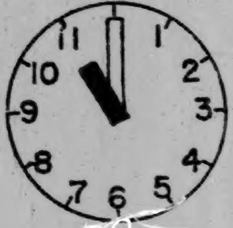

6 o'clock

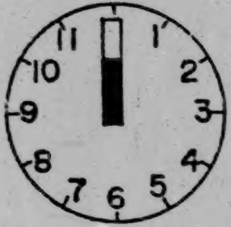

7 o'clock


8 o'clock


9 o'clock


10 o'clock


11 o'clock


12 o'clock

"What time is it?"

A. Repetition Drill

Teacher models question - Class
Group
Student > repeats

B. Question and Answer Drill

Teacher cues:
Group
Student ↘ asks - Group
Student → answers

S-1: What time is it?
S-2: It's 2 o'clock.

- - - - - - - - - - - - - - - - - - - -

THE DIALOGUE

A. Introduce Mila and Bill in drill picture P4 (transparency T5) and point out the time on the clock.

B. Teacher models each line 2 or 3 times
- Class listens

C. Teacher models - Class
Group
Student > repeats

[NOTE: Remind the students to blend the sounds between words in phrases.]

D. Take roles: Teacher - Class
Group - Group
Student - Student

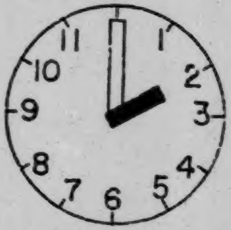
E. Write the dialogue on the board.

1. Teacher reads - Class reads silently

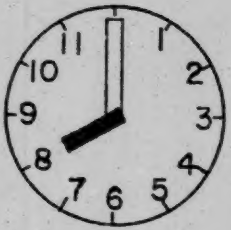
2. Teacher reads - Class
Group
Student > repeats

3. Take roles: Teacher - Group
Group - Group
Student - Student

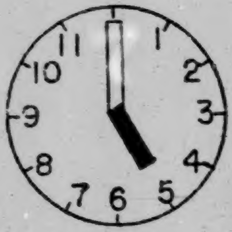
"What time is it?"



1. S-1: What time is it?
S-2: It's 2 o'clock.



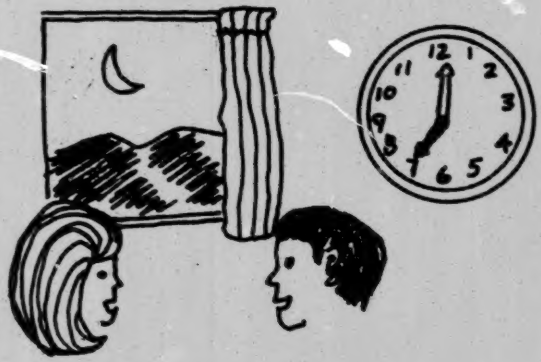
2. S-1: What time is it?
S-2: It's 8 o'clock.



3. S-1: What time is it?
S-2: It's 5 o'clock.

- - - - - - - - - - - - - - - - - - - -

THE DIALOGUE



Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

Bill: It's 7 o'clock.

PRACTICE

"Good morning"

A. Listening Drill

Draw pictures of the sun and the moon to illustrate greetings for the morning, afternoon, and evening.

Teacher models - Class listens

B. Repetition Drill

Teacher models - Class
Group
Student ⟩ repeats

T: Good morning.

C. Response Drill

Cue with pictures and practice greetings.

Teacher cues - Class
Group
Student ⟩ responds with greeting

T: (Point to the morning sun.)
S: Good morning.

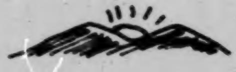
MINI-DIALOGUES

Carry on mini-dialogues, using the clock together with the sun and the moon pictures as cues.

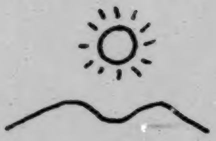
Teacher cues: Teacher
Group
Student ⟩ asks - Group
Student ⟩ answers

PRACTICE

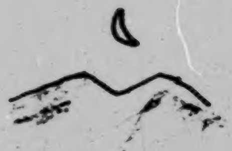
"Good morning"



Good morning.

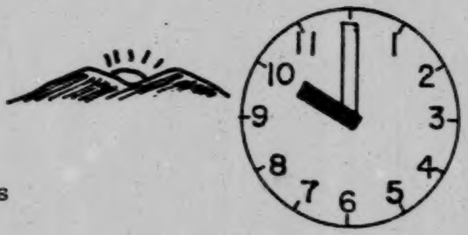


Good afternoon.

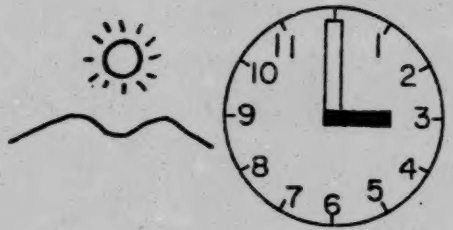


Good evening.

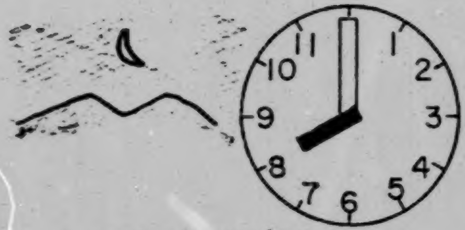
MINI-DIALOGUES



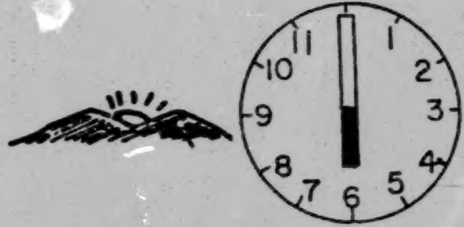
1. S-1: Good morning.
S-2: Good morning.
What time is it?
S-1: It's 10 o'clock.



2. S-1: Good afternoon.
S-2: Good afternoon.
What time is it?
S-1: It's 3 o'clock.



3. S-1: Good evening.
   S-2: Good evening. What time is it?
   S-1: It's 8 o'clock.



4. S-1: Good morning.
   S-2: Good morning. What time is it?
   S-1: It's 6 o'clock.

- -

EXTENSION

"It's 1:30"

Move the hands of the cardboard clock or redraw the hands of the chalkboard clock as you call out the time.

A. Listening Drill

Teacher models - Class / Group / Student > listens

T: (Set the clock at 1:30.)
What time is it? It's 1:30.

B. Repetition Drill

Teacher models - Class / Group / Student > repeats

T: What time is it? It's 1:30.
S: It's 1:30.

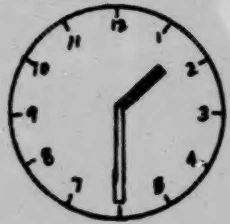
C. Answer Drill

Teacher asks - Class / Group / Student > answers

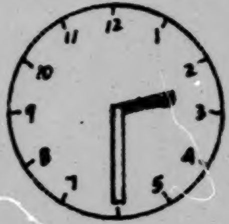
T: What time is it?
S: It's 1:30.

EXTENSION

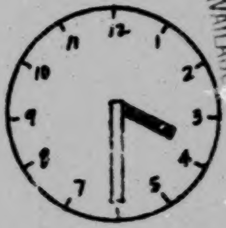
"It's 1:30"



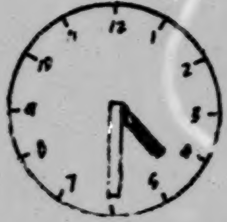
1:30



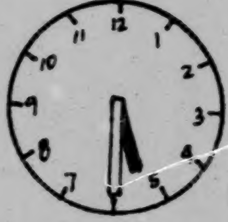
2:30



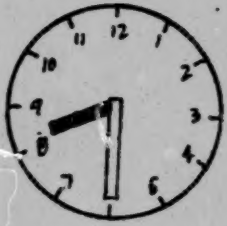
3:30



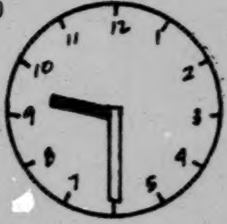
4:30



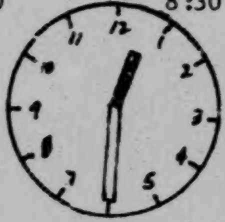
5:30



8:30



9:30



12:30

46

WRITING

A. Have students copy the dialogue.

B. Have students write the appropriate sentence on the line below each picture.

WRITING

A. Copy the dialogue:

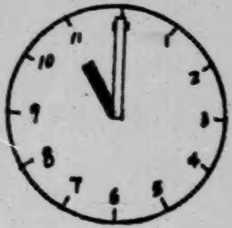
Mila: Good morning, Bill. ____________________

Bill: Good morning, Mila. ____________________

Mila: What time is it? ____________________

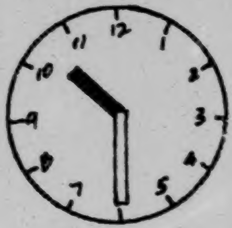
Bill: It's 7 o'clock. ____________________

B. Write the question or answer:



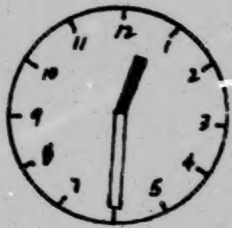
1. What time is it?

____



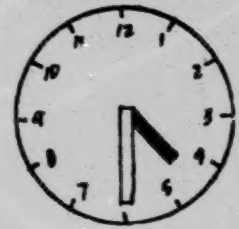
2. What time is it?

____



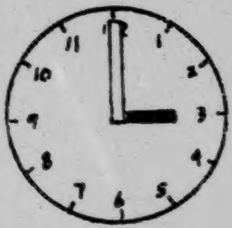
3. What time is it?

____



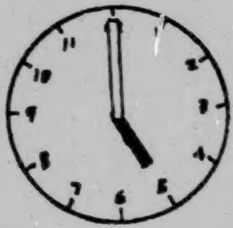
4. What time is it?

____



5. ____________________

It's 3 o'clock.



6. ____________________

It's 5 o'clock.

48

CONTROLLED CONVERSATION

"What time is it?"

A. Teacher sets the clock and cues:

Group ↘ asks - Group ↘ answers
Student → asks - Student → answers

T: (Set the clock at 3:30.)
S-1: What time is it?
S-2: It's 3:30.

B. Have students set the clock.

Student sets the clock and cues:

Group ↘ asks - Group ↘ answers
Student → asks - Student → answers

- -

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have class read the times on the clocks on pages 5 and 7.

Teacher models - Class listens and reads silently
Teacher models - Class reads
Student reads aloud

B. Have class read the sentences in the Practice exercises on pages 5 and 6.

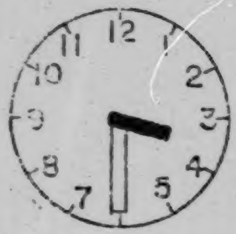
C. Have class read the Mini-dialogues on page 6.

D. Have class read the Controlled Conversation on page 7.

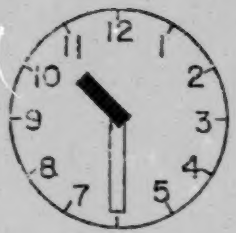
Teacher models - Class reads silently
Teacher reads - Class reads
Alternate roles: Teacher - Class
Class - Teacher
Group - Group
Student - Student

CONTROLLED CONVERSATION

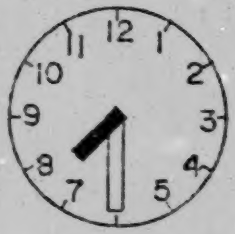
"What time is it?"



1. S-1: What time is it?
S-2: It's 3:30.



2. S-1: What time is it?
S-2: It's 10:30.



3. S-1: What time is it?
S-2: It's 7:30.

- -

READING

A. Read the times on the clocks on pages 5 and 7.

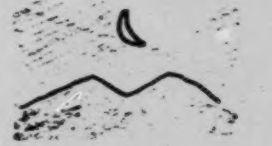
B. Read the sentences in the Practice exercises on pages 5 and 6.

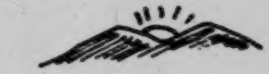
C. Read the Mini-dialogues on page 6.

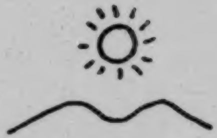
D. Read the Controlled Conversation on page 7.

C. Have students write the appropriate greeting.

C. Write the greetings:







1. ____________________ 2. ____________________ 3. ____________________

OPTIONAL ACTIVITIES

[Exercises for further practice.]

A. Number Review

1. Write numbers 0 - 12 randomly on the board and have the class read the numbers as you write them.

2. Say numbers at random and have the class write down the numbers on a sheet of paper.

B. Addressing an Envelope

Have students draw an envelope on a piece of paper (or fold paper in the shape of an envelope) and address it to themselves. The return address could be the school's address.

C. It's 2 o'clock

1. Use a cardboard clock or draw one on the board without hands.

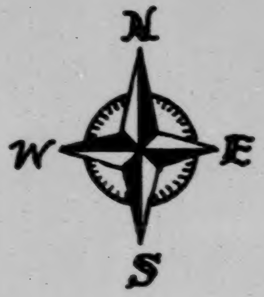
2. Call up volunteers.

3. Have them set or draw the correct times as students call them out.

D. North-East-South-West

1. Point to each direction as you repeat the name several times.

T: North
East
South
West



2. Have students point to the direction you name.

T: North — Cl: (points North)
South — (points South)

Los Angeles Unified School District
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AP-200282

LESSON TWO - STUDENT LEAFLET
SECTION I: What's Your Address?
SECTION II: What Time Is It?

LESSON TWO

SECTION I: WHAT'S YOUR ADDRESS?

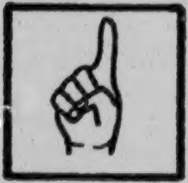
OBJECTIVES

In this section you will learn:

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

- -

LISTENING COMPREHENSION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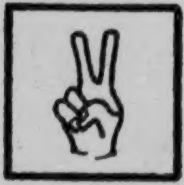
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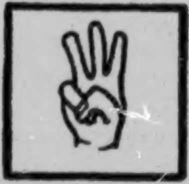
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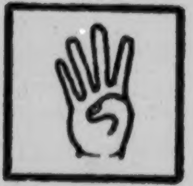
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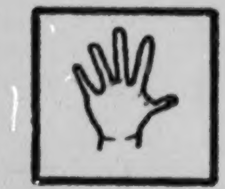
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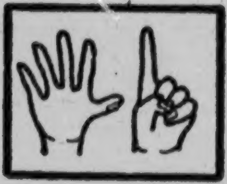
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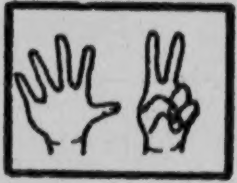
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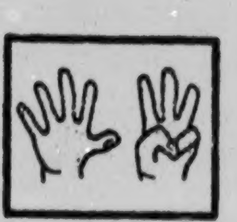
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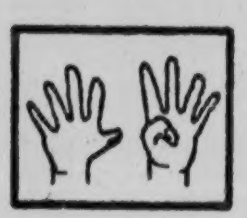
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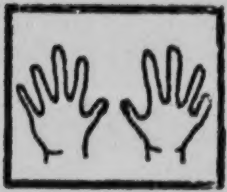
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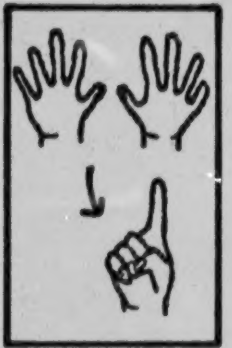
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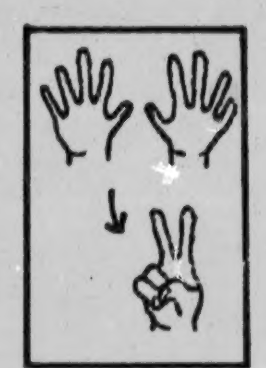
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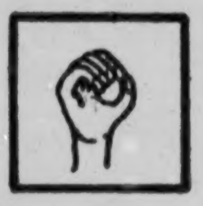
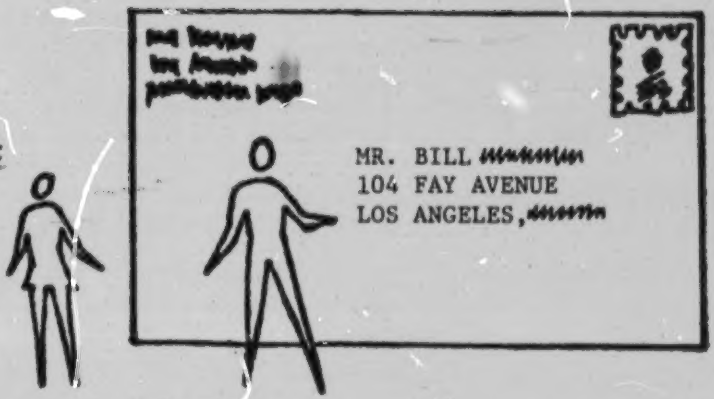

0

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE


MR. BILL
104 FAY AVENUE
LOS ANGELES,

MILA BILL

Mila: What's your address?

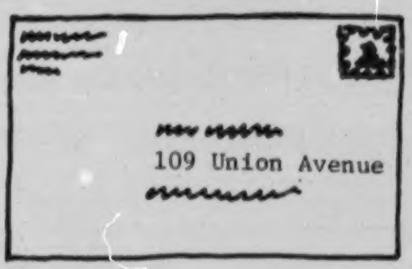
Bill: (My address is) 104 Fay Avenue.

Mila: What's your city?

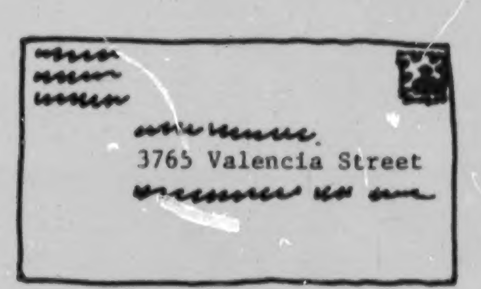
Bill: (My city's) Los Angeles.

PRACTICE

"What's your address?"

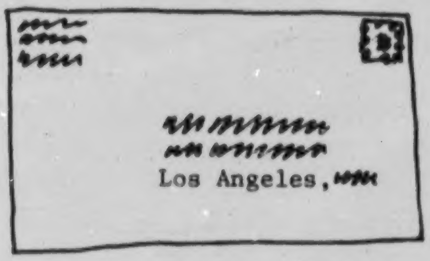

109 Union Avenue

1. S-1: What's your address?
   S-2: My address is 109 Union Avenue.

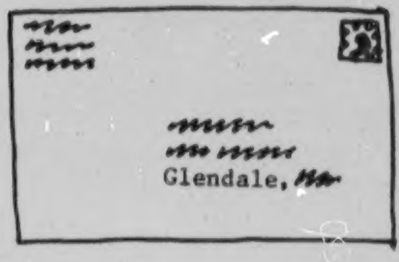

3765 Valencia Street

2. S-1: What's your address?
   S-2: My address is 3765 Valencia Street.

"What's your city?"


Los Angeles,

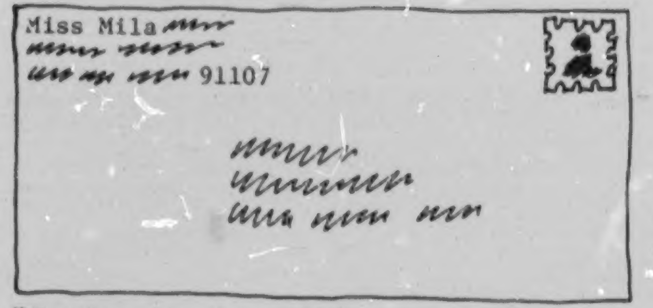
3. S-1: What's your city?
   S-2: My city's Los Angeles.



4. S-1: What's your city?
   S-2: My city's Glendale.

EXTENSION

"My zip code's 91107"



Bill: What's your zip code?

Mila: My zip code's 91107.

"What's your zip code?"

90005 99574 90026

1. S-1: What's your zip code?
   S-2: My zip code's 90005.
2. S-1: What's your zip code?
   S-2: My zip code's 99574.
3. S-1: What's your zip code?
   S-2: My zip code's 90026.

- -

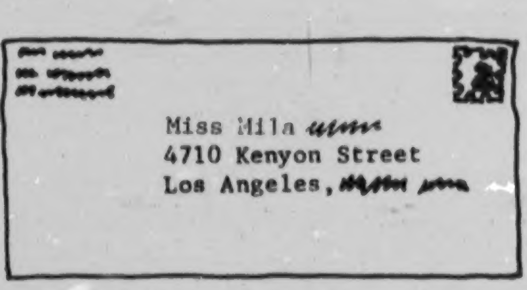
READING

A. Read the Practice exercises on page 2.

B. Read the Extension exercises on this page.

C. Read the dialogue.

Bill: What's your address?
Mila: My address is 4710 Kenyon Street.
Bill: What's your city?
Mila: My city's Los Angeles.



- -

WRITING

A. The alphabet: capital letters

Copy the letters:

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

B. The alphabet: small letters

Copy the letters:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

C. Sign your name:

____

D. Copy the dialogue:

Bill: What's your address? ______________________________

Mila: My address is 4710 Kenyon Street.

____

Bill: What's your city?

____

Mila: My city's Los Angeles.

____

E. Answer the questions:

1. What's your address? ______________________________
2. What's your city? ______________________________
3. What's your zip code? ______________________________

- -

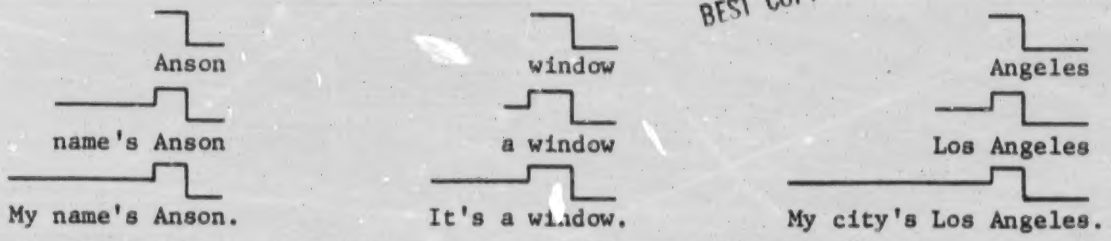
SECTION II. WHAT TIME IS IT?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:
1. Practice pronunciation.
2. Learn to ask and answer questions about time.
3. Learn to use the greetings: Good morning.
   Good afternoon.
   Good evening.

PRONUNCIATION

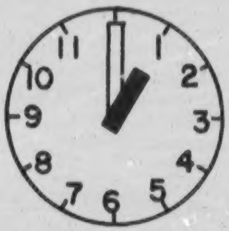


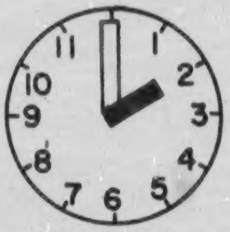
Anson
name's Anson
My name's Anson.

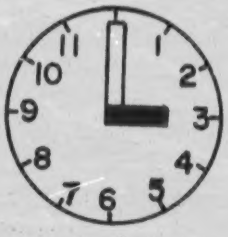
window
a window
It's a window.

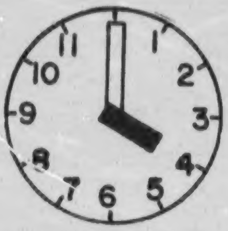
Angeles
Los Angeles
My city's Los Angeles.

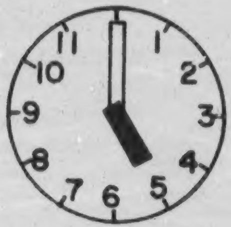
LISTENING COMPREHENSION

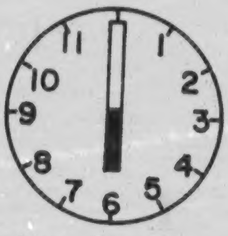

1 o'clock

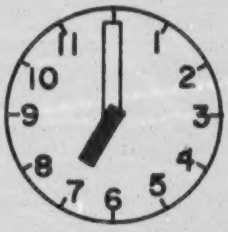

2 o'clock

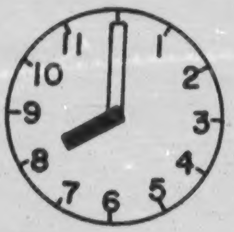

3 o'clock

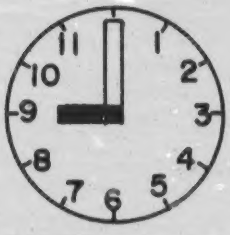

4 o'clock

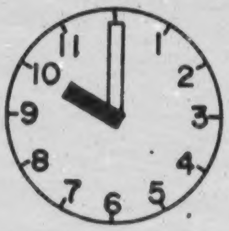

5 o'clock

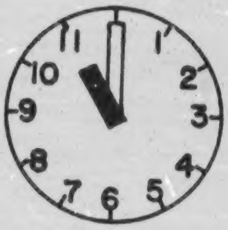

6 o'clock

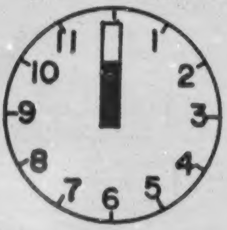

7 o'clock


8 o'clock


9 o'clock

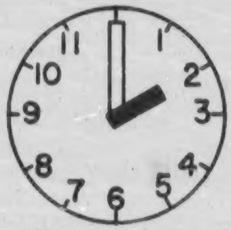

10 o'clock

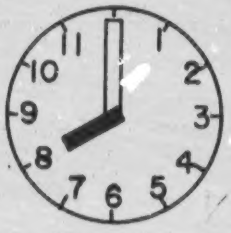

11 o'clock

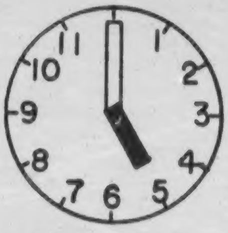

12 o'clock

ORAL PRACTICE

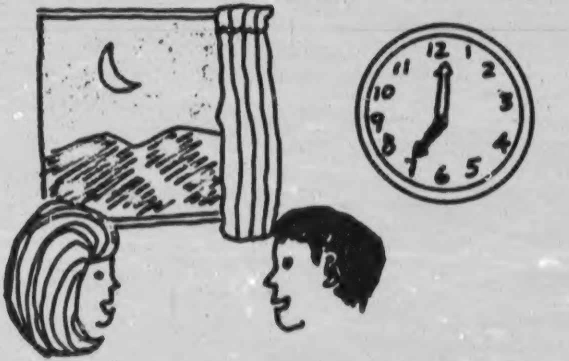
"What time is it?"


1. S-1: What time is it?
   S-2: It's 2 o'clock.


2. S-1: What time is it?
   S-2: It's 8 o'clock.


3. S-1: What time is it?
   S-2: It's 5 o'clock.

THE DIALOGUE



Mila: Good evening, Bill.

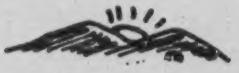
Bill: Good evening, Mila.

Mila: What time is it?

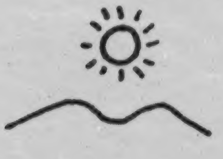
Bill: It's 7 o'clock.

PRACTICE

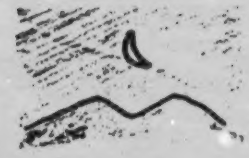
"Good morning"



Good morning.

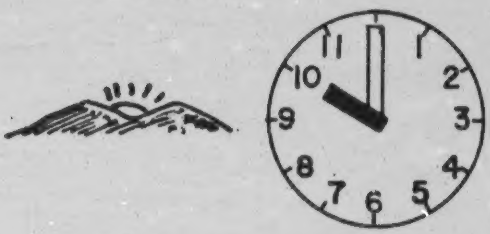


Good afternoon.

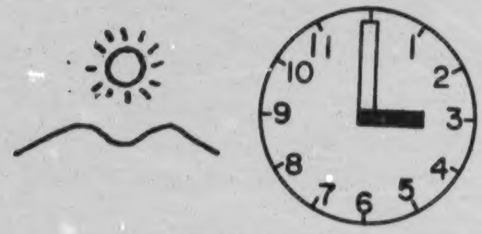


Good evening.

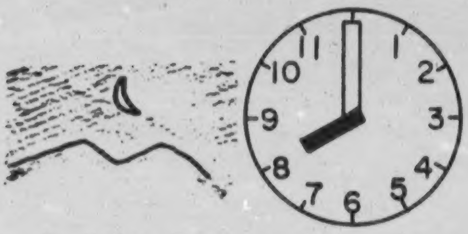
MINI-DIALOGUES



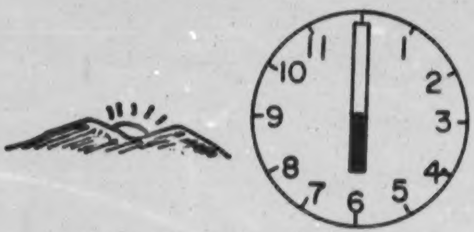
1. S-1: Good morning.
   S-2: Good morning.
   What time is it?
   S-1: It's 10 o'clock.



2. S-1: Good afternoon.
   S-2: Good afternoon.
   What time is it?
   S-1: It's 3 o'clock.



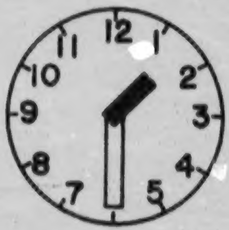
3. S-1: Good evening.
   S-2: Good evening.
   What time is it?
   S-1: It's 8 o'clock.

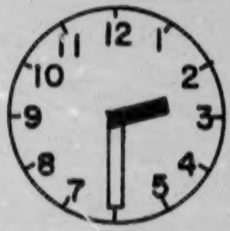


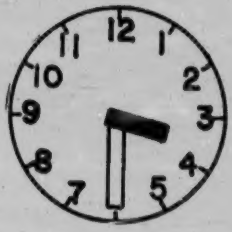
4. S-1: Good morning.
   S-2: Good morning.
   What time is it?
   S-1: It's 6 o'clock.

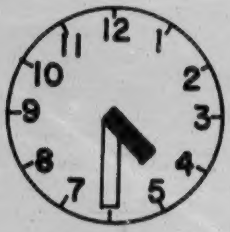
EXTENSION

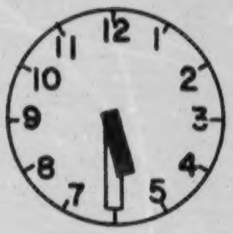
"It's 1:30"

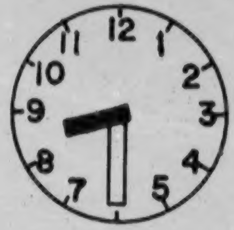

1:30

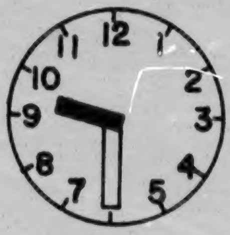

2:30

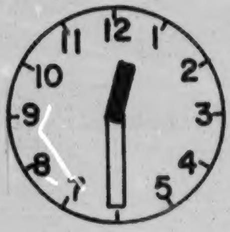

3:30


4:30


5:30

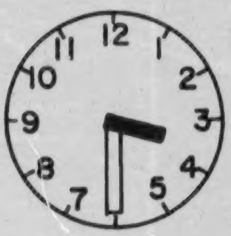

8:30

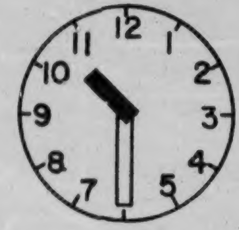

9:30

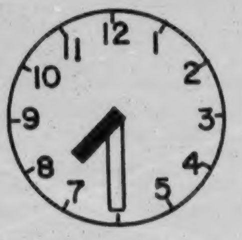

12:30

- -

CONTROLLED CONVERSATION


1. S-1: What time is it?
S-2: It's 3:30.


2. S-1: What time is it?
S-2: It's 10:30.


3. S-1: What time is it?
S-2: It's 7:30.

- -

READING

A. Read the times on the clocks on pages 5 and 7.

B. Read the sentences in the Practice exercise on pages 5 and 6.

C. Read the sentences in the Mini-dialogues on page 6.

D. Read the sentences in the Controlled Conversation on this page.

WRITING

A. Copy the dialogue:

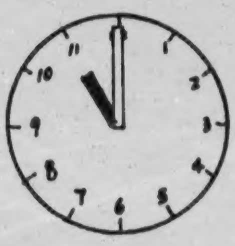
Mila: Good morning, Bill. ____________________

Bill: Good morning, Mila. ____________________

Mila: What time is it? ____________________

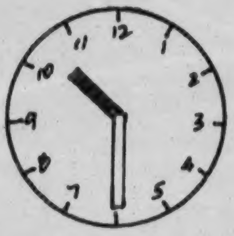
Bill: It's 7 o'clock. ____________________

B. Write the question or answer:



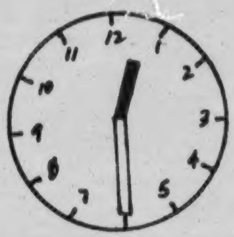
1. What time is it?

____



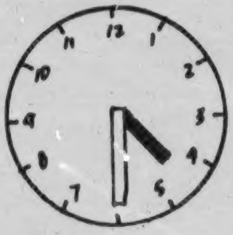
2. What time is it?

____



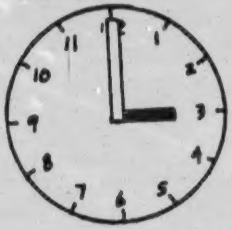
3. What time is it?

____



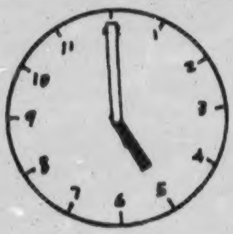
4. What time is it?

____



5. ____________________

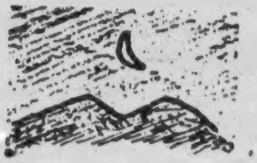
It's 3 o'clock.



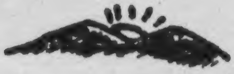
6. ____________________

It's 5 o'clock.

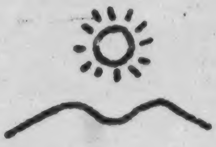
C. Write the greeting:



7. ____________________



8. ____________________



9. ____________________

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Asian Project - ABE AP-280282

LESSON 2: LESSON GUIDE
EVALUATION FORM

LESSON TWO. EVALUATION

[NOTE: Students will use their Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for blending, stress, intonation.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example:

EXAMPLE (%)

GROUP	1			
			✓	
	0-50 %	50-74 %	75-89 %	90-100 %

Have students repeat:

GROUP	1				2				3				4				5			
1. What time is it?																				
2. It's twelve o'clock.																				
3. What's your city?																				
4. What's your address?																				
5. What's your zip code?																				

II. QUESTION AND ANSWER

Directions: Cue with clock or with appropriate gestures and elicit answers/questions as indicated. Circle no. of students asked and no. performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Good afternoon. (Good afternoon.)	1 2 3 4 5	1 2 3 4 5
2. What time is it? (It's 2 o'clock/2:30.)	1 2 3 4 5	1 2 3 4 5
3. What's your address? (My address is ...)	1 2 3 4 5	1 2 3 4 5
4. What's your city? (My city's _____)	1 2 3 4 5	1 2 3 4 5
5. What's your zip code? (My zip code's ___)	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. It's 1 o'clock.
2. It's 8 o'clock.
3. It's 8:30.
4. It's 6:30.
5. Good morning.
6. Good evening.
7. My address is 201 Main Street.
8. My zip code's 90021.

IV. READING
V. Writing

Directions: Have students do the Reading and Writing work on their Student Evaluation Form.

LESSON TWO: STUDENT EVALUATION FORM

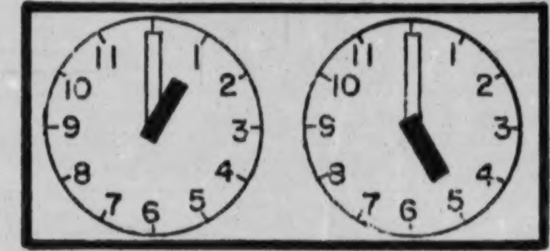
I and II. Oral Exercises

- -

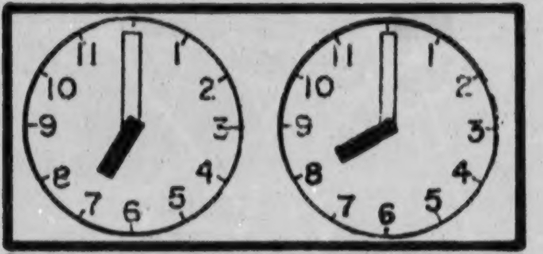
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

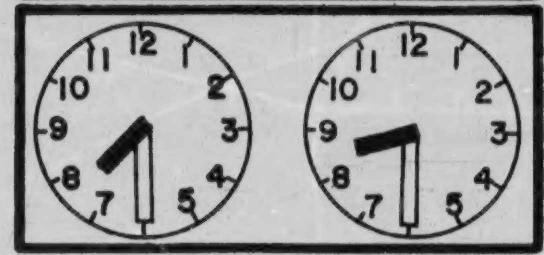
1.



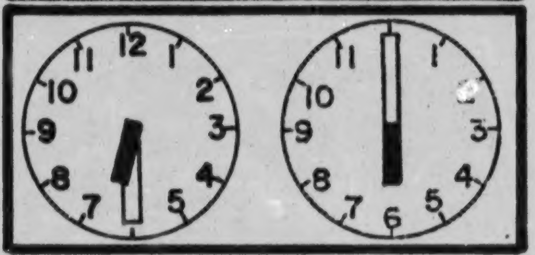
2.



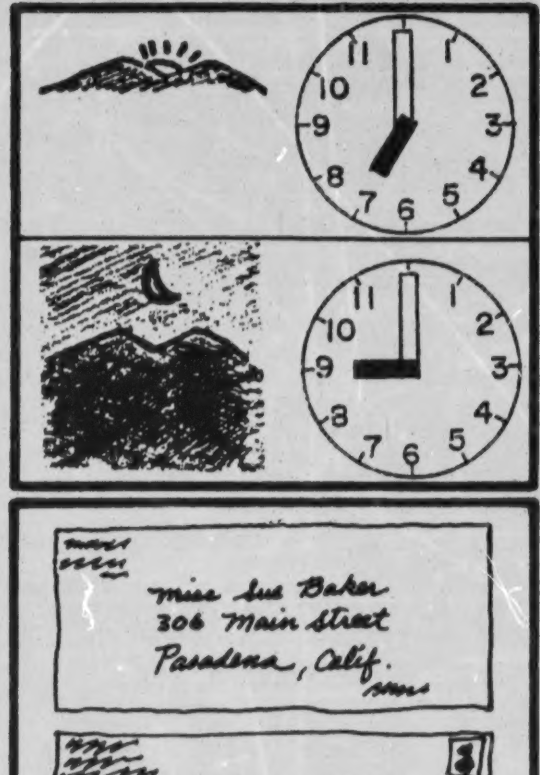
3.



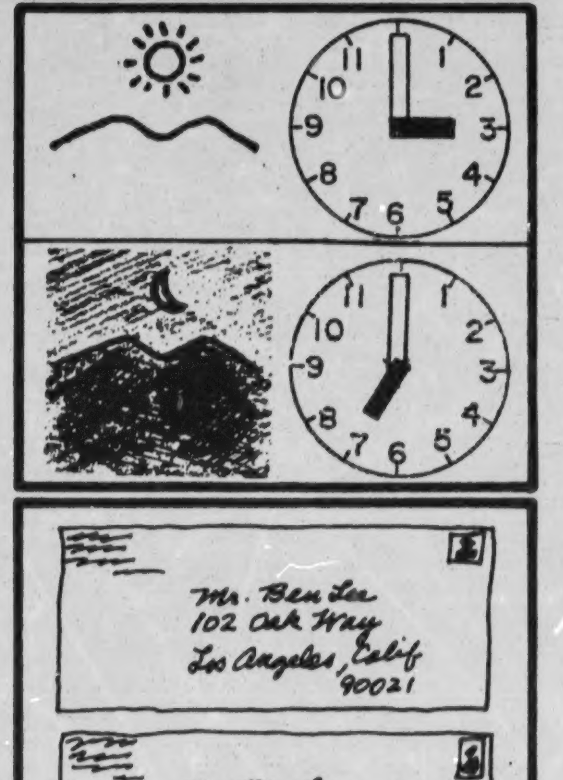
4.



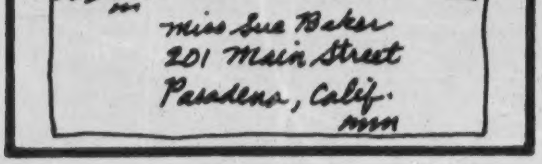
5.



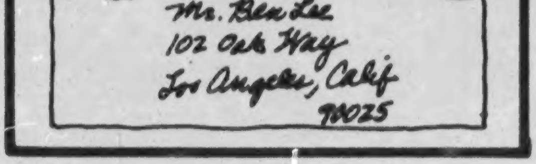
6.



7.


Miss Sue Baker
306 Main Street
Pasadena, Calif.
Miss Sue Baker
201 Main Street
Pasadena, Calif.

8.


Mr. Ben Lee
102 Oak Way
Los Angeles, Calif
90021
Mr. Ben Lee
102 Oak Way
Los Angeles, Calif
90025

IV. READING

Directions: Circle the answer.

1. My __________ Los Angeles.

   name's

   city's

   zip code's

2. What __________ is it?

   time

   five

   clock

3. What's your __________?

   evening

   o'clock

   zip code

4. Good __________, Bill.

   city

   morning

   avenue

V. WRITING

Directions: Write one of these words on each line.

WORDS

name's

evening

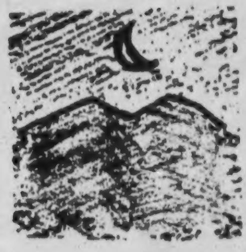
Los Angeles

address

afternoon

three

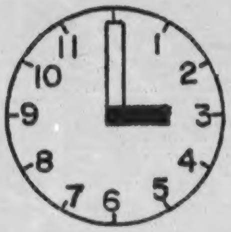
eleven



1. Good ____________

2. What's your ________________________

3. My city's ________________________



4. It's __________ o'clock.

Los Angeles Unified School District
Asian Project - ABE AP-2A0282

LESSON TWO - CHINESE SUPPLEMENT
SECTION I. What's your Address?
SECTION II. What Time Is It?

LESSON TWO
第二課

SECTION I: WHAT'S YOUR ADDRESS?
第一節：你的住址在什么地方？

OBJECTIVES
學習目標

In this section you will learn:

在這一節裡，你們學習：

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

1. 數目字，從零到十二。
2. 関于住址的問答。

THE DIALOGUE
對話

Mila: What's your address?
你的住址在什麼地方？

Bill: (My address is) 104 Fay Avenue.
（我的住址是）Fay 街 104 號。

Mila: What's your city?
你在哪個城市？

Bill: (My city's) Los Angeles.
（我的城市是）落杉磯（羅省）

EXTENSION
對話引申

Bill: What's your zip code?
你的郵區號碼幾號？

Mila: My zip code's 91107.
我的郵區 91107 號。

SECTION II. WHAT TIME IS IT?
幾點鐘了？

OBJECTIVES
學習目標

In this section you will:

這一節，你們要：

1. Practice pronunciation.
2. Learn to ask and answer questions about time.
3. Learn to use the greetings:
   Good morning.
   Good afternoon.
   Good evening.

(一) 練習發音
(二) 學習関于時間的問答。
(三) 學習問候辭令
早安 午安 晚安

THE DIALOGUE 對話

Mila:	Good evening, Bill.	Bill, 晚安
Bill:	Good evening, Mila.	Mila, 晚安
Mila:	What time is it?	幾點鐘了？
Bill:	It's 7 o'clock.	七点鐘了。

NOTES 應注意事項

1. The question word "What" is always used at the beginning of a sentence.	(一) 疑問詞 "what" 一定用在句首，
2. Good morning: before 12 p.m. Good afternoon: before 6 p.m. Good evening: after 6 p.m.	(二) 早安：中午十二点以前 午安：下午六点以前 晚安：下午六点以後
3. In order to expedite the delivery of mail, the post office divides the nation into various zip code areas.	(三) 郵局為方便及加速信件的遞送，將全國劃分為若干郵區。
4. Always capitalize the following:	(四) 下列情況，經常都要大
a. The first letter of the first word in each sentence.	a. 句子的第一個字的第一個字母。
b. The first letters of names of persons, places, and other proper nouns.	b. 人名、地名及其他專用名詞的第一個字母。

Los Angeles Unified School District
Asian Project - ABE
AP-210333

LESSON THREE - LESSON GUIDE
SECTION I: What Is He/She?
SECTION II: What's His/Her Name?

LESSON THREE

OBJECTIVES

Listening Comprehension: Student will be able to:

Identify a doctor, a nurse, a waiter, etc.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked the occupations of individuals in the lesson.
2. Give a "yes" or "no" answer upon being asked about the occupations of these individuals.
3. Ask a "what" question about the occupations.
4. Ask and answer questions about a third person.
5. Perform the oral work with acceptable pronunciation as judged by the teacher.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

What is he/she?	He's/She's a doctor.
Is he/she a doctor? (reception only)	Yes, he's/she's a doctor. Yes, he/she is. No, he/she isn't a doctor. No, he/she isn't.
What's his/her name?	His/her name's ______________.

INSTRUCTIONAL AIDS

Drill Pictures:

P5 - a doctor
P6 - a nurse
P7 - a waiter
P8 - a cook
P9 - a housewife
P10 - a gardener
P11 - a secretary
P12 - a saleslady
P13 - a salesman
P14 - Dialogue (He's a doctor)
P15 - Sue
P16 - shoe
P17 - Facial diagram: /s/ - /š/ contrast
P18 - Ben

Transparency Masters:

T6 - Occupations (singular)
T7 - Dialogue (He's a doctor)
T8 - Pronunciation: /s/ - /š/ (Sue-shoe)
T9 - Sue and Ben (his - her) + Dialogue

Student handouts:

Lesson leaflet
Student evaluation form

Lesson Guide:

Evaluation form

- -

STRUCTURAL NOTES

1. See the accompanying chart for the ways in which the formation of "yes-no" questions in these Asian languages differs from that in English.

English	Is	he	a	doctor	?
Chinese		he	is	doctor	question particle ?
Japanese		(he + subject particle)		doctor	is + question particle
Korean		(he + subject particle)		doctor	is + question particle
Tagalog		Doctor + question particle		he	?
Spanish	¿Is	(he)		doctor	?

2. Chinese, Japanese, and Koreans use no articles. The use of articles in English is therefore likely to cause difficulty for these Asians.

3. The Japanese, Korean, and Spanish languages contain personal pronouns, but in actual usage, the pronoun is frequently omitted.

65

[NOTE: Do not distribute student leaflet until time for Reading.]

REVIEW

Cue by moving the hands of a cardboard clock or of a picture of a clock on the board.

Teacher   Class
Group   > asks - Group   > answers
Student   Student

T: What time is it?
S: It's 6:30.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

A. Show drill pictures P5-13 (or T6) and identify.

T models - Cl listens

T: He's a doctor.

B. Show 2 or 3 pictures at a time and have the students point to the correct picture.

T: He's a doctor.
S: (Point to the doctor.)

Listening and Repeating

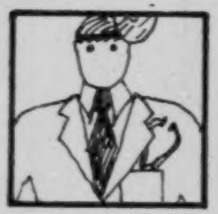
T models - Cl
Gr > repeats
St

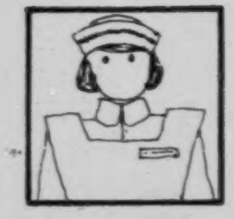
T: A doctor.

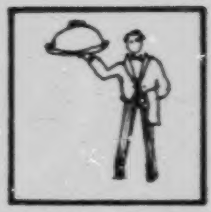
OBJECTIVE

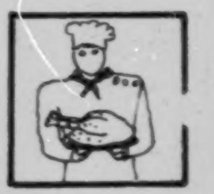
In this section you will learn to ask and answer questions about a person's occupation.

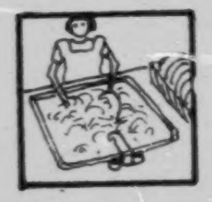
LISTENING COMPREHENSION

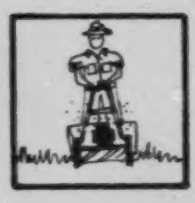

a doctor

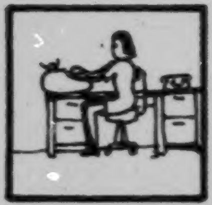

a nurse


a waiter

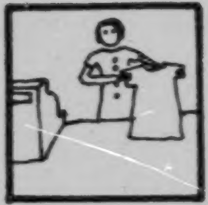

a cook


a housewife

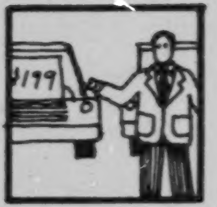

a gardener



a secretary



a saleslady



a salesman

THE DIALOGUE

Preliminary Activity

T (holding up pairs of pictures of a man and a woman) cues with "he" or "she"

- Cl
- Gr > points to correct picture
- St

T: (Hold up pictures of a doctor and a nurse.) He.
S: (Points to the doctor.)

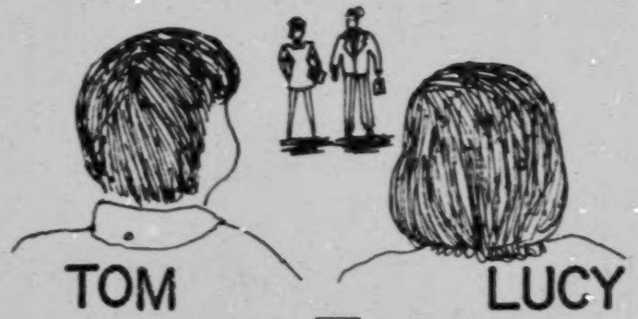
Presenting the Dialogue

[REMEMBER: Students will not have their leaflets at this point.]

A. Show dialogue picture P14 (or T7) and present the dialogue.
   1. T models - Cl listens
   2. T models - Cl / Gr / St > repeats
   3. Take roles: T - Cl
      Gr - Gr
      St - St

B. Write the dialogue on the board or show it on the overhead.
   1. T models - Cl reads silently
   2. T models - Cl / Gr > repeats

THE DIALOGUE



Lucy: What is he?
Tom: He's a doctor.
Lucy: Is she a nurse?
Tom: Yes, she's a nurse.

PRACTICE

[NOTE: Cue with pictures for all drills.]

"She's a secretary"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: She's a secretary.

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What is she?
S: She's a secretary.

"What is she?"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: What is she?

B. Question and Answer Drills

1. T
Gr > asks - Gr > answers
St — Cl, St

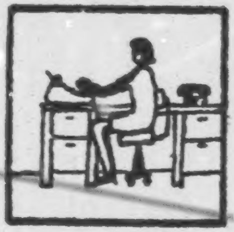
S-1: What is she?
S-2: She's a secretary.

2. Distribute the pictures among the students and have them ask each other questions.

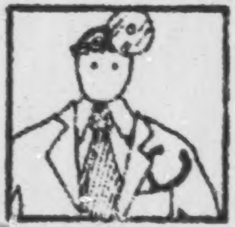
Gr
St > asks - Gr
St > answers

PRACTICE

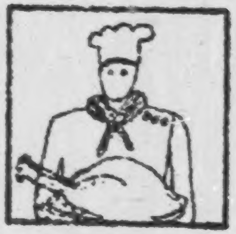
"What is she?"



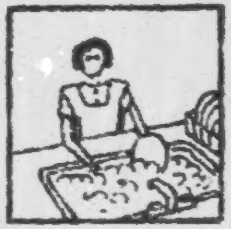
1. S-1: What is she?
S-2: She's a secretary.



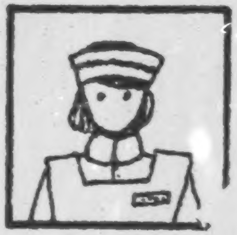
2. S-1: What is he?
S-2: He's a doctor.



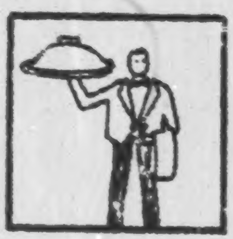
3. S-1: What is he?
S-2: He's a cook.



4. S-1: What is she?
S-2: She's a housewife.



5. S-1: What is she?
S-2: She's a nurse.



6. S-1: What is he?
S-2: He's a waiter.

EXTENSION

"Yes, she is"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: (Show a picture of a saleslady.)
Is she a saleslady?
Yes, she's a saleslady.
Yes, she is. Repeat.
S: Yes, she is.

[NOTE: Place examples of complete and short answer forms on the board and show how the sentence is shortened. Tell the class that "Yes, she is" is the usual form.]

B. Answer Drill

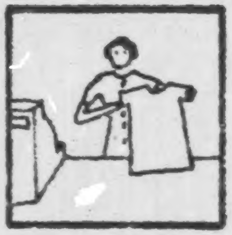
Elicit affirmative answers only.

T asks - Cl
Gr > answers
St

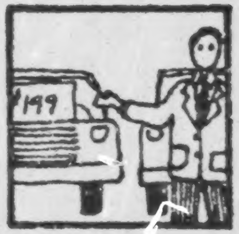
T: Is she a saleslady?
S: Yes, she is.

EXTENSION

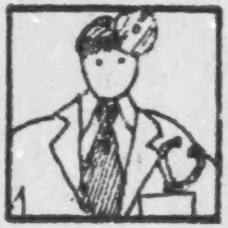
"Yes, she is"



1. T: Is she a saleslady?
S: (Yes, she's a saleslady.)
Yes, she is.

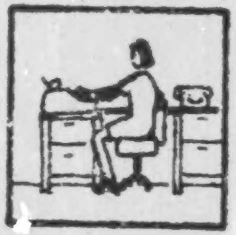


2. T: Is he a salesman?
S: (Yes, he's a salesman.)
Yes, he is.



3. T: Is he a doctor?
S: (Yes, he's a doctor.)

Yes, he is.



4. T: Is she a secretary?
S: (Yes, she's a secretary.)
Yes, she is.

"No, he isn't"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: (Show a picture of a doctor.)
Is he a waiter?
No, he isn't a waiter.
No, he isn't.

S: No, he isn't.

Continue with several other pictures.

[NOTE: Place examples of the complete and short answers on the board and show briefly how the sentence is shortened. Tell the class that "No, he's not" can also be used in place of "No, he isn't." Accept either as correct answers.)

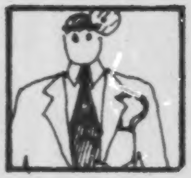
B. Answer Drill

Elicit negative answers only.

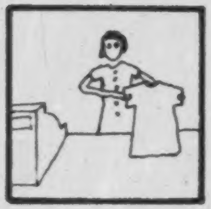
T asks - Cl
Gr > answers
St

T: (Show a picture of a teacher.)
Is she a secretary?

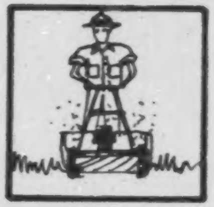
S: No, she isn't.



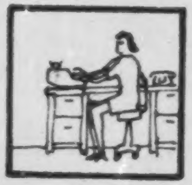
5. T: Is he a waiter?
S: (No, he isn't a waiter.)
No, he isn't.



6. T: Is she a secretary?
S: (No, she isn't a secretary.)
No, she isn't.



7. T: Is he a cook?
S: (No, he isn't a cook.)
No, he isn't.



8. T: Is she a saleslady?
S: (No, she isn't a saleslady.)
No, she isn't.

"Yes, she is/No, she isn't"

Cue with pictures to elicit both affirmative and negative answers.

Answer Drill

T asks - Cl
Gr > answers
St

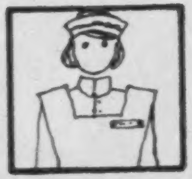
T: Is she a nurse?

S: Yes, she is.

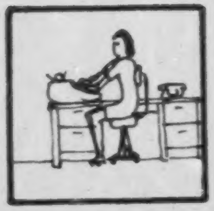
T: Is she a doctor?

S: No, she isn't.

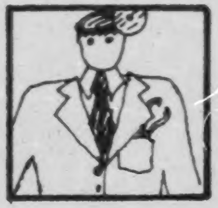
"Yes, she is/No, she isn't"



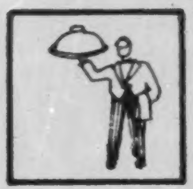
9. T: Is she a nurse?
S: Yes, she is.



10. T: Is she a doctor?
S: No, she isn't.



11. T: Is he a doctor?
S: Yes, he is.



12. T: Is he a gardener?
S: No, he isn't.

- -

READING

[Distribute the student leaflets at this time.]

A. Have the class turn to the Listening Comprehension exercise on page 1.

T models - Cl
Gr > reads and repeats
St

B. Have the class turn to Practice exercise on page 2.

T models - Cl
Gr > repeats
St

Cl
Gr > takes roles and reads
St

READING

A. Read the occupations on page 1.

B. Read the Practice exercises on page 2.

C. Have the class read the Extension exercises on pages 3 and 4.

- -

WRITING

A. Have the students copy the dialogue, using proper spelling and capitalization.

B. Have the students write the appropriate question or answer about the pictures, and correct on the overhead or chalkboard.

C. Read the Extension exercises on pages 3 and 4.

WRITING

A. Copy the dialogue.

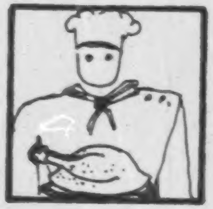
Lucy: What is he? ____________________

Tom: He's a doctor. ____________________

Lucy: Is she a nurse? ____________________

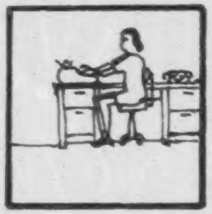
Tom: Yes, she is. ____________________

B. Write the question or answer.



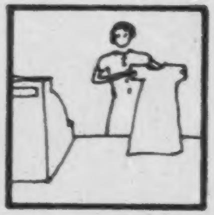
1. What is he?

____



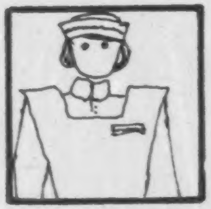
2. What is she?

____



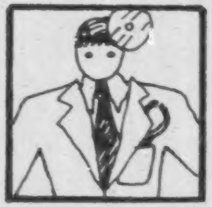
3. ____________

She's a saleslady.



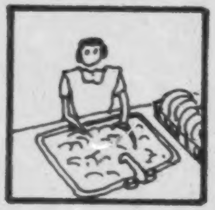
4. What is she?

____



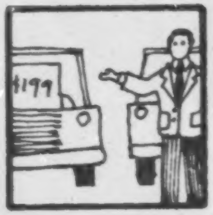
5. ____________

He's a doctor.

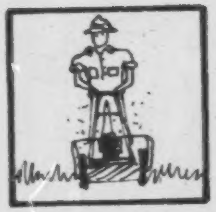


6. Is she a housewife?

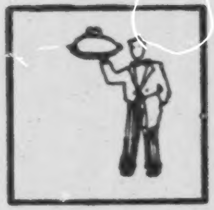
____



7. Is he a salesman? ______________



8. Is he a doctor? ______________



9. Is he a waiter? ______________

SECTION II: WHAT'S HIS NAME?

[NOTE: Have students put away their leaflets until time for Reading.]

OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

Give students practice in discriminating between the sounds of /s/ and /š/ in both listening and production.

1. Show the pictures of Sue and shoe (drill pictures P15 and P16 or T8) as you identify them.
2. Have the class repeat.
3. Have the students point to the proper picture as you call out the two words at random.
4. Using the facial diagram, drill picture P17 (transparency T8), point out the relative positions of the tongue in producing these sounds.

SECTION II: WHAT'S HIS NAME?

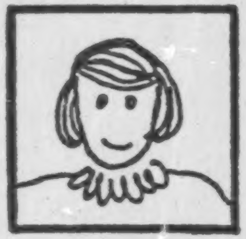
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

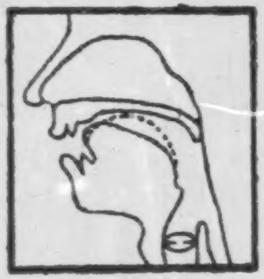
In this section you will:

1. Practice pronunciation.
2. Learn to use his and her.

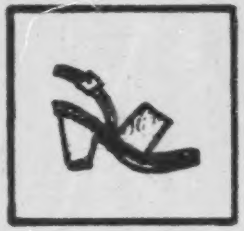
PRONUNCIATION



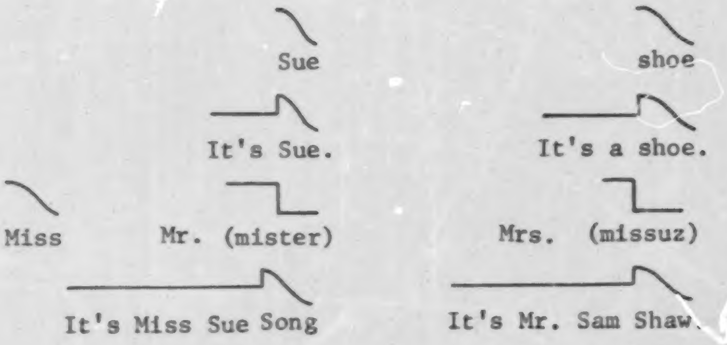
/s/ Sue



/s/——/š/ - - - -



/š/ shoe


Sue
It's Sue.
Miss
Mr. (mister)
It's Miss Sue Song
shoe
It's a shoe.
Mrs. (missuz)
It's Mr. Sam Shaw.

THE DIALOGUE

Preliminary Activity

A. Use pictures of Sue and Ben (P15,18 or T9) to establish the difference between "his" and "her."

T models - Cl listens

T: My name's ____________________.

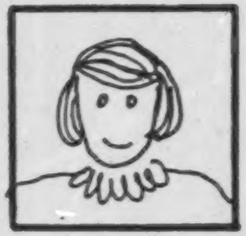
Her name's Sue.

His name's Ben.

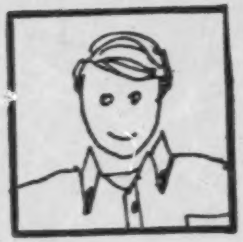
B. Repetition Drill

T models - Cl, Gr, St > repeats

THE DIALOGUE



Her name's Sue.



His name's Ben.

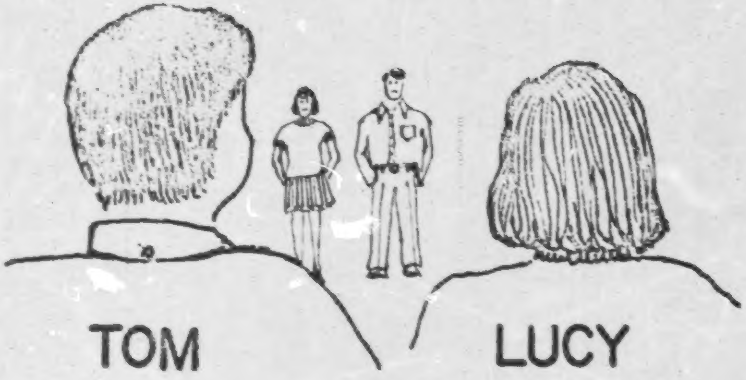
Presenting the Dialogue

Use dialogue picture P14 (T9) and set the scene for the conversation.

1. T models - Cl listens

2. T models - Cl, Gr, St > repeats

3. Take roles:
T - Cl
Gr - Gr
St - St



Tom: What's his name?

Lucy: His name's Ben.

Tom: What's her name?

Lucy: Her name's Sue.

PRACTICE

[NOTE: Cue with pictures for all drills.]

"His name's Ben"

A. Repetition Drill

T models - Cl repeats

T: His name's Ben.
Her name's Sue.

PRACTICE

"His name's Ben"

B. Identification Drill

Have the students say "his" or "Her" as you quickly hold the pictures up.

C. Answer Drill

T asks - Cl, Gr, St > answers

T: What's his name?
S: His name's Ben.

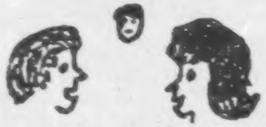
D. Repetition Drill

T models question - Cl repeats

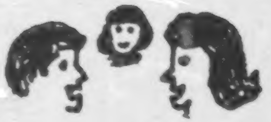
T: What's his/her name?

E. Question and Answer Drill

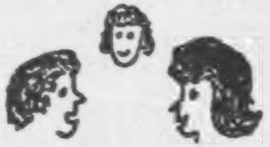
Gr, St > asks - Gr, St > answers



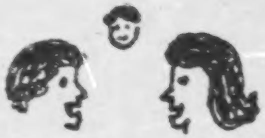
1. S-1: What's his name?
   S-2: His name's Ben.



2. S-1: What's her name?
   S-2: Her name's Sue.



3. S-1: What's her name?
   S-2: Her name's Kay.



4. S-1: What's his name?
   S-2: His name's Tom.

CONTROLLED CONVERSATION

1. Ask one student his name. Then ask the class (or another student), "What's his name?"
2. Have St-1 ask St-2 his name. Then have St-1 ask St-3 (or the class) St-2's name.

CONTROLLED CONVERSATION

1. S-1: What's your name?
   S-2: My name's Jose.
   S-1: What's his name?
   S-3: His name's Jose.

2. S-1: What's your name?
   S-2: My name's Maria.
   S-1: What's her name?
   S-3: Her name's Maria.

READING

A. Have students open their leaflets to page 7 and read the sentences in the Practice section.

B. Have students read the Controlled Conversation.

C. Have students read the selection.

READING

A. Read the Practice exercises on page 7.

B. Read the Controlled Conversation on page 8.

C. Read:

Her name is Lucy. She's a secretary. Her address is 512 Union Avenue. His name is Tom. He's a gardener.

- -

WRITING

Have students write the answers to the questions about the Reading section.

WRITING

Answer the questions about Lucy and Tom.

1. What's her name?

____

2. What is she?

____

3. What's his name?

____

4. What's her address?

____

5. What is he?

____

LESSON THREE

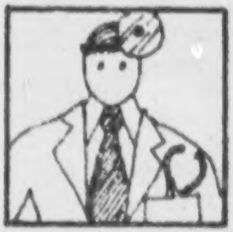
SECTION I: WHAT IS HE/SHE?

OBJECTIVE

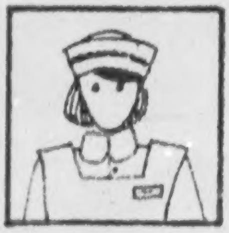
In this section you will learn to ask and answer questions about a person's occupation.

- -

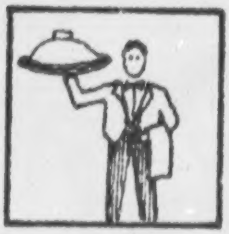
LISTENING COMPREHENSION



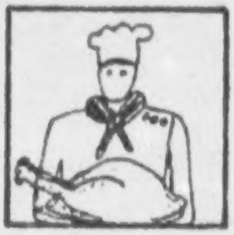
a doctor



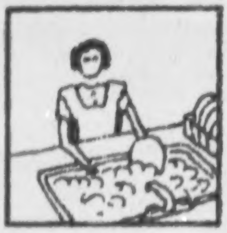
a nurse



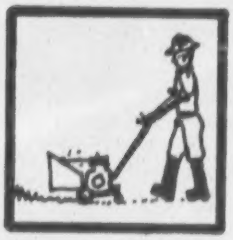
a waiter



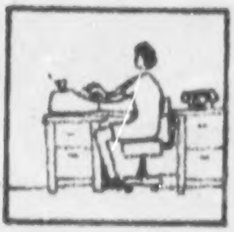
a cook



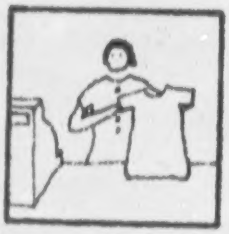
a housewife



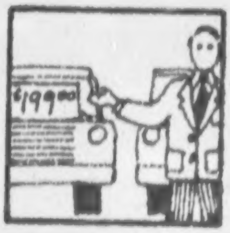
a gardener



a secretary



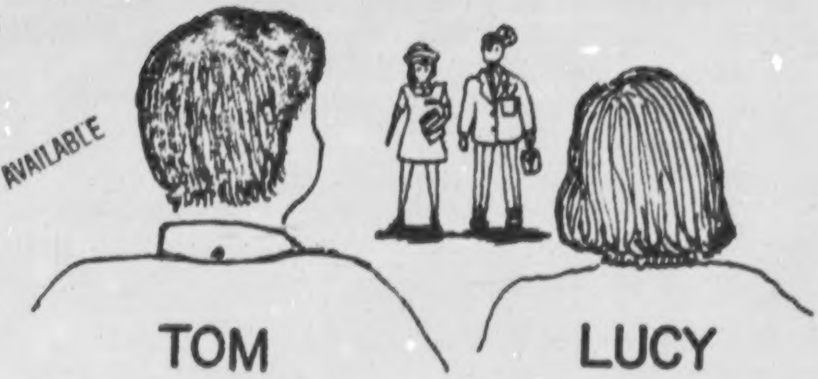
a saleslady



a salesman

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

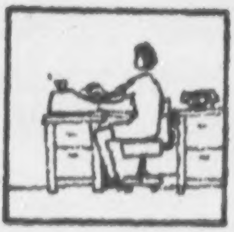
THE DIALOGUE



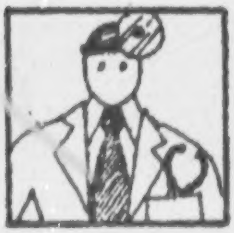
Lucy: What is he?
Tom: He's a doctor.
Lucy: Is she a nurse?
Tom: Yes, she's a nurse.

PRACTICE

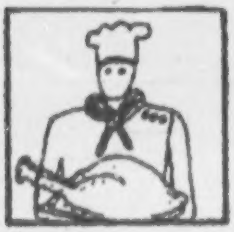
"What is she?"



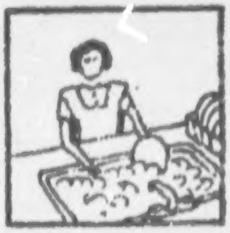
1. S-1: What is she?
S-2: She's a secretary.



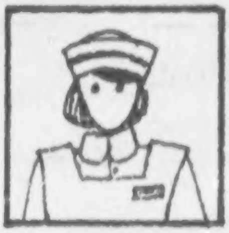
2. S-1: What is he?
S-2: He's a doctor.



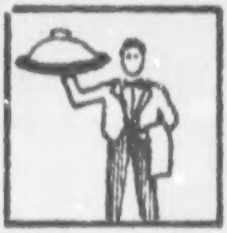
3. S-1: What is he?
S-2: He's a cook.



4. S-1: What is she?
S-2: She's a housewife.



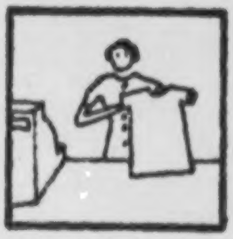
5. S-1: What is she?
S-2: She's a nurse.



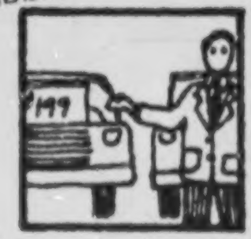
6. S-1: What is he?
S-2: He's a waiter.

EXTENSION

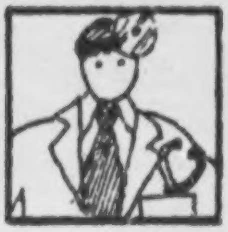
"Yes, she is"



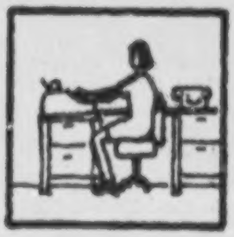
1. T: Is she a saleslady?
S: (Yes, she's a saleslady.)
Yes, she is.



2. T: Is he a salesman?
S: (Yes, he's a salesman.)
Yes, he is.

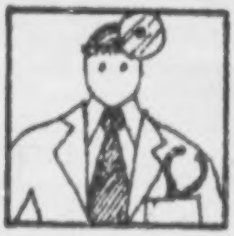


3. T: Is he a doctor?
S: (Yes, he's a doctor.)
Yes, he is.

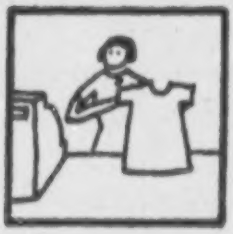


4. T: Is she a secretary?
S: (Yes, she's a secretary.)
Yes, she is.

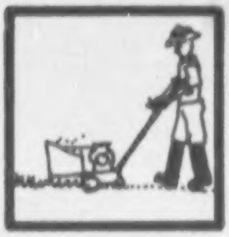
"No, he isn't"



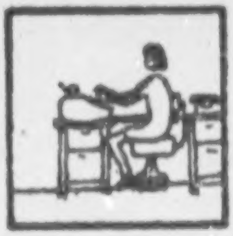
5. T: Is he a waiter?
S: (No, he isn't a waiter.)
No, he isn't.



6. T: Is she a secretary?
S: (No, she isn't a secretary.)
No, she isn't.

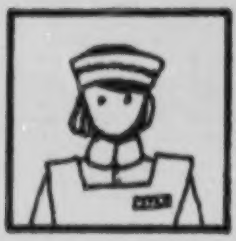


7. T: Is he a cook?
S: (No, he isn't a cook.)
No, he isn't.



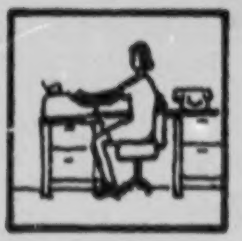
8. T: Is she a saleslady?
S: (No, she isn't a saleslady.)
No, she isn't.

"Yes, she is/No, she isn't"



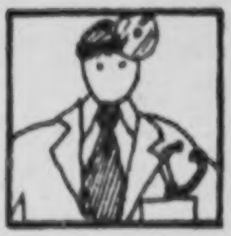
9. T: Is she a nurse?

S: Yes, she is.



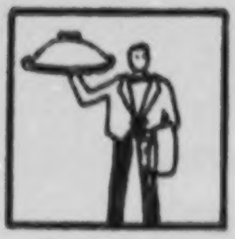
10. T: Is she a doctor?

S: No, she isn't.



11. T: Is he a doctor?

S: Yes, he is.



12. T: Is he a gardener?

S: No, he isn't.

- -

READING

A. Read the names of occupations on page 1.

B. Read the Practice exercises on page 2.

C. Read the Extension exercises on pages 3 and 4.

WRITING

A. Copy the dialogue

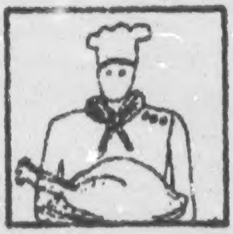
Lucy: What is he? ______________________________

Tom: He's a doctor. ______________________________

Lucy: Is she a nurse? ______________________________

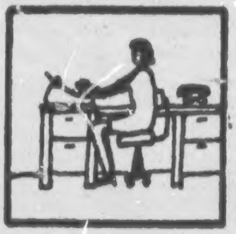
Tom: Yes, she is. ______________________________

B. Write the question or answer.



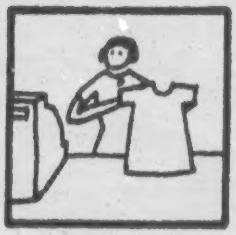
1. What is he?

____



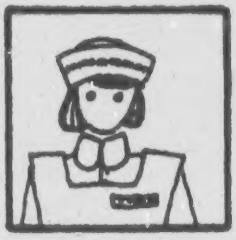
2. What is she?

____



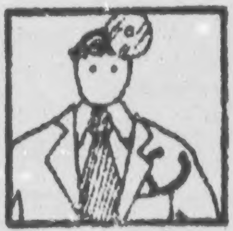
3. ______________________

She's a saleslady.



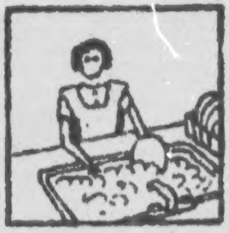
4. What is she?

____



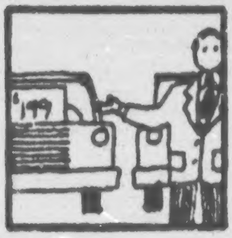
5. ______________________

He's a doctor.



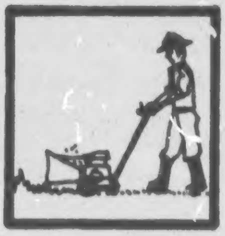
6. Is she a housewife?

____



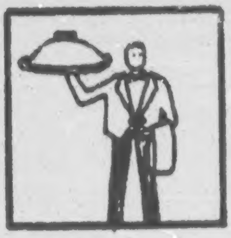
7. Is he a salesman?

____



8. Is he a doctor?

____



9. Is he a waiter?

____

SECTION II: WHAT'S HIS NAME?

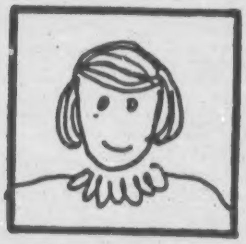
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

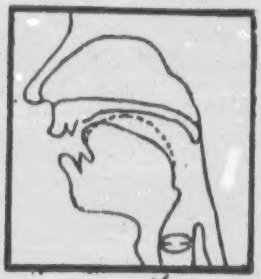
In this section you will:

1. Practice pronunciation.
2. Learn to use his and her.

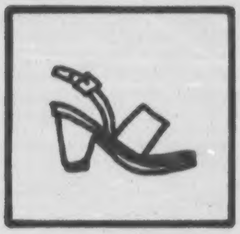
PRONUNCIATION



/s/ Sue



/s/——— /š/ ----



/š/ shoe

Sue

shoe

It's Sue.

It's a shoe.

Miss

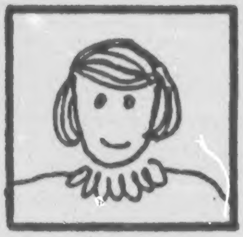
Mr. (Mister)

Mrs. (missuz)

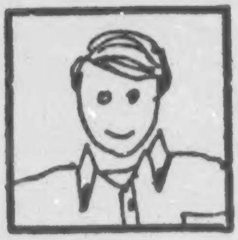
It's Miss Sue Song.

It's Mr. Sam Shaw.

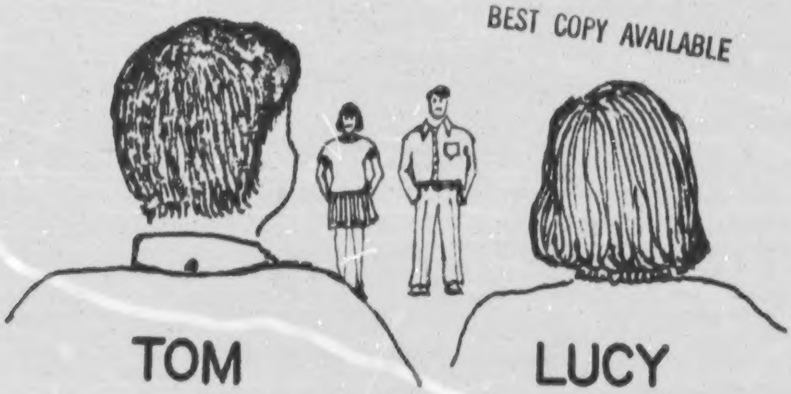
THE DIALOGUE



Her name's Sue.



His name's Ben.



Tom: What's his name?

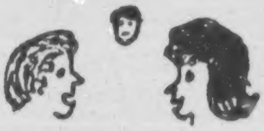
Lucy: His name's Ben.

Tom: What's her name?

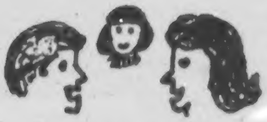
Lucy: Her name's Sue.

PRACTICE

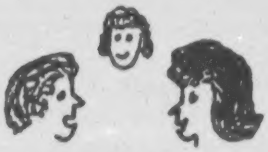
"His name's Ben"



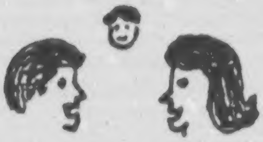
1. S-1: What's his name?
   S-2: His name's Ben.



2. S-1: What's her name?
   S-2: Her name's Sue.



3. S-1: What's her name?
   S-2: Her name's Kay.



4. S-1: What's his name?
   S-2: His name's Tom.

CONTROLLED CONVERSATION

1. S-1: What's your name?
S-2: My name's Jose.
S-1: What's his name?
S-3: His name's Jose.

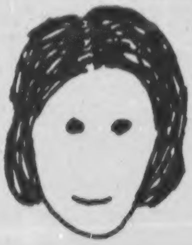
2. S-1: What's your name?
S-2: My name's Maria.
S-1: What's her name?
S-3: Her name's Maria.

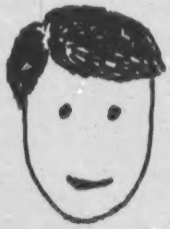
READING

A. Read the sentences in the Practice exercises on page 7.

B. Read the Controlled Conversation on this page.

C. Read:





Her name is Lucy. She's a secretary. Her address is 512 Union Avenue. His name is Tom. He's a gardener.

WRITING

Answer the questions about Lucy and Tom.

1. What's her name? ____________________

2. What is she? ____________________

3. What's his name? ____________________

4. What's her address ____________________

5. What is he? ____________________

Los Angeles Unified School District
Asian Project - ABE AP-280282

BEST COPY AVAILABLE

LESSON 3: LESSON GUIDE
EVALUATION FORM

LESSON THREE. EVALUATION

[NOTE: Students will use their Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for blending, stress, intonation.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example:

EXAMPLE (%)

GROUP	1			
			✓	
	0-50 %	50-74 %	75-89 %	90-100 %

Have students repeat:

GROUP	1				2				3				4				5			
1. What is she?																				
2. She's a nurse.																				
3. Yes, she is.																				
4. No, he isn't.																				
5. What's her name?																				

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What is she? (She's a nurse.)	1 2 3 4 5	1 2 3 4 5
2. What is he? (He's a salesman.)	1 2 3 4 5	1 2 3 4 5
3. Is she a nurse? (Yes, she is/No, she isn't.)	1 2 3 4 5	1 2 3 4 5
4. (Have S ask "what" question about occupation.)	1 2 3 4 5	1 2 3 4 5
5. (Have S ask "What's his/her name?")	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out Student Evaluation Forms. Read the following sentences and have the class circle the correct answer (picture or statement) on their sheets.

1. She's a housewife.
2. She's a saleslady.
3. He's a doctor.
4. Is she a nurse?
5. Is he a gardener?
6. Is he a waiter?
7. What's his name?
8. What's her name?

IV. READING
V. WRITING

Directions: Have students do the Reading and Writing work on their Student Evaluation Form.

LESSON THREE: STUDENT EVALUATION FORM

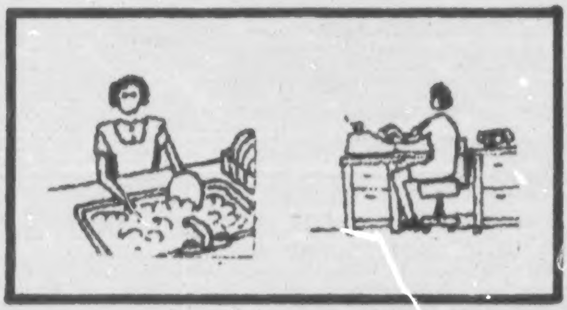
I and II. Oral Exercises

- -

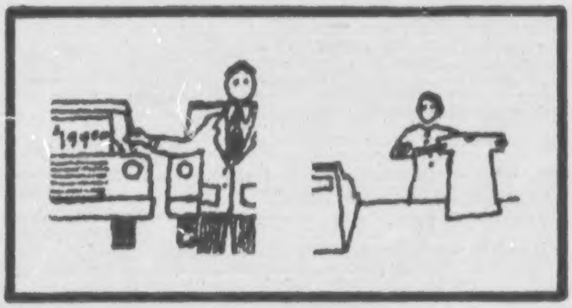
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

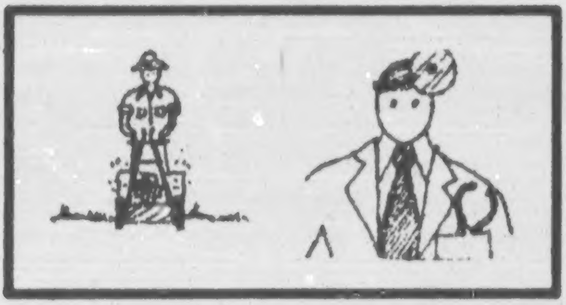
1.



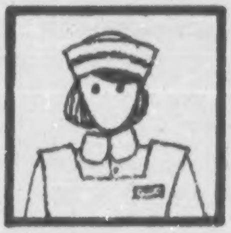
2.



3.



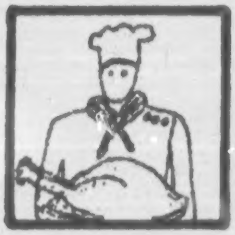
4.



Yes, she is.

No, she isn't.

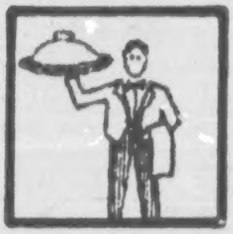
5.



Yes, he is.

No, he isn't.

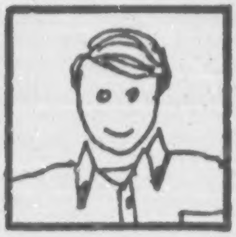
6.



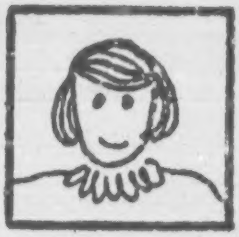
Yes, he is.

No, he isn't.

7.

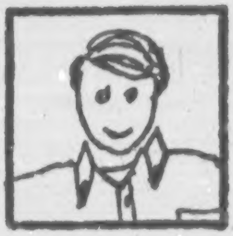


Ben

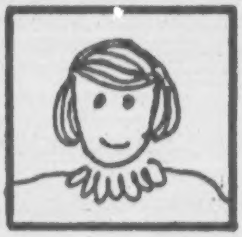


Sue

8.



Ben



Sue

IV. READING

Directions: Circle the answer.

1. What is _________?

her

his

he

2. _________, he is.

What

No

Yes

3. He's a _________.

gardener

housewife

saleslady

4. What's _________ name?

she

he

her

V. WRITING

Directions: Write one of these words on each line.

WORDS

He

isn't

his

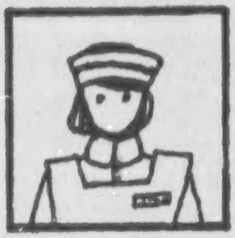
nurse

Her

no

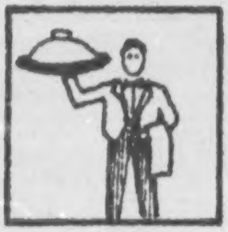
she

doctor



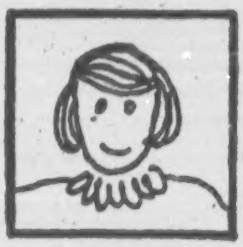
1. What is she?

She's a _________.

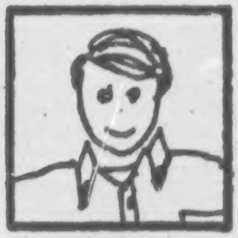


2. Is he a doctor?

No, he _________.



3. _______ name's Sue.



4. What's _______ name?

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LESSON THREE - CHINESE SUPPLEMENT
SECTION I: What Is He/She?
SECTION II: What's His/Her Name?

LESSON THREE 第三課

SECTION I: WHAT IS HE/SHE? 第一節：他是什么(職業)?

OBJECTIVE 學習目標

In this section you will learn to ask and answer questions about a person's occupation.

這一節你們要學習関于職業的問答。

THE DIALOGUE 對話

Lucy:	What is he?	他是什么職業？
Tom:	He's a doctor.	他是医生。
Lucy:	Is she a nurse?	她是護士嗎?
Tom:	Yes, she's a nurse.	是的，她是護士。

EXTENSION 對話引申

"Yes, she is" “(是)她是。”

T:	Is she a saleslady?	她是女售貨員嗎?
S:	(Yes, she's a saleslady.)	(是，她是女售貨員。)
T:	Yes, she is.	是，她是。

"No, he isn't" “不，他不是。”

T:	Is he a waiter?	他是招待員嗎?
S:	(No, he isn't a waiter.)	(不，他不是招待員。)
	No, he isn't.	不，他不是。

NOTE: The sentences in parentheses are the complete answer forms. The other sentences are the short answer forms. In English, the short forms are normally used.

注意：在括號內的句子是完整的答話形式。不在括號內的句子是簡單的答話形式。英文的簡單答話形式比較常用。

SECTION II. WHAT'S HIS/HER NAME?

第二節 他的名字叫什么？

OBJECTIVES

In this section you will
1. Practice pronunciation.
2. Learn to use "his" and "her."

學習目標

這一節你們要：
一、練習發音
二、學習應用"他的"和"她的"。

DIALOGUE

Tom: What's his name?
Lucy: His name's Ben.
Tom: What's her name?
Lucy: Her name's Sue.

对話

他的名字叫什么？
他的名字叫 Ben。
她的名字叫什么？
她的名字叫 Sue。

NOTES

1. In English, the third person singular for a male and a female are two different words:

he	she
his	her

應注意事項

一、英文的第三人称單數"他"分為男性和女性。字形不同，發音也不同：he 他，she 她，his 他的，her 她的。

2. She's - She is She isn't - She is not She's not	二、 she's 是 she is 的縮寫。 she isn't 是 she is not 的縮写。 she's not 也是 she is not 的縮写。
3. The difference between the sounds of /s/ as in Sue and /š/ as in shoe.	三. /s/ 的發音,舌尖靠近齒齦。 /š/ 的發音,前舌面應靠硬顎, 同時圓唇。
4. An article always precedes a singular count noun.	四、 英文在可以計數的名詞 前面,多半有冠詞(如:a)。

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AP-210433

LESSON FOUR - LESSON GUIDE
SECTION I: What Are They?
SECTION II: Where Are You From?

LESSON FOUR

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the occupations presented in the lesson.
2. Demonstrate his understanding of singular and plural.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon:
    a. being asked his occupation.
    b. being asked the occupation of other persons.
    c. being asked where he's from.
2. Elicit the above information.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to:

1. Read the sentences in the lesson.
2. Write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What are you? they we	I'm a dentist/We're dentists. They're dentists. We're students/You're students.	Review:	Yes, he is. No, he isn't.
	What am I? (reception only)	You're a teacher.		
	Is he/she a lawyer?			
	Are you/we/they waiters?	Yes, we/you/they are. No, we/you/they aren't.		
	Where are you from?	I'm from Japan.		

INSTRUCTIONAL AIDS

Drill pictures:

P19 - a dentist
P20 - a baker
P21 - a barber
P22 - a lawyer
P23 - a busboy
P24 - a teacher
P25 - a student
P26 - dentists
P27 - bakers
P28 - barbers
P29 - lawyers
P30 - waiters
P31 - busboys
P32 - teachers
P33 - students
P34 - cooks
P35 - doctors
P36 - Dialogue (We're teachers)
P37 - Facial diagram: /s/
P38 - Facial diagram: /z/
P39 - Dialogue (Where are you from?)

Also: P5 - P13 (singular occupations)

Transparencies:

T10 - Occupations - singular and plural
T11 - Dialogue (We're teachers)
T12 - Pronunciation: /s/ - /z/ ("C" - "Z")
T13 - Dialogue (Where are you from?)

Student handouts:

Student leaflet
Student evaluation form

Lesson Guide:

Evaluation form

- -

STRUCTURAL NOTES

1. The number agreement structure found in English is not present in any of the four Asian languages as shown by the following chart.

English	They	are	doctors.	
Chinese	they	is	doctor.	
Japanese	(they + subject particle)		doctor	is
Korean	(they + subject particle)		doctor	is+statement particle
Tagalog	They	order marker	doctor.	
Spanish	(They)	are	doctors.	

2. Note in the following chart that the short answer forms in English are not found either in any of these Asian languages or in Spanish. Note the position of "is" in the negative statement in Spanish.

English	Yes,	he	is	(a doctor).	No,	he	is	not		(a doctor).
Chinese	yes	(he	is	doctor).	no	(he		not	is	doctor).
Japanese	yes	that so	is		no	that so+negative particle			is not	
Korean	yes	that so	is + statement particle		no	that so+negative particle		not	is + statement particle	
Tagalog	Yes.	(he	order marker	doctor).	No	(he	order marker	not		doctor).
Spanish	Yes,	[(he)	is	doctor].	No,	[(he)		not	is	doctor].

- -

SECTION I: WHAT ARE THEY?

SECTION I: WHAT ARE THEY?

REVIEW AND WARM-UP

1. Using the pictures from Lesson 3 (P5-13), review the questions: What is he/she?

T
Gr > asks - Gr > answers
St St

T: What is he?
S: He's a doctor.
(etc.)

2. Cue with pictures to review:

Is he a _____________? (reception only)

Yes, he is/No, he isn't.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

Listening and Identifying

1. Show each singular picture (P19-25 or T10) and identify the occupations.

   T: He's a dentist.

2. Show pairs of singular pictures and have the students identify occupations by pointing to the correct person.

   T: (Hold up pictures of a dentist and and a baker.) He's a dentist.

   S: (Points to the dentist.)

3. Show the plural occupation pictures (P26-35 or T10) and identify.

   T: They're dentists.

4. Have students hold up one finger for one person and two fingers for two or more as you call out the words.

   T: a dentist
   S: (Holds up one finger.)

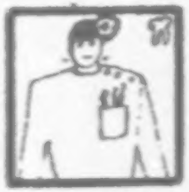
   T: dentists
   S: (Holds up two fingers.)

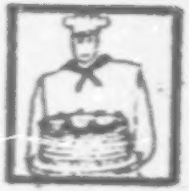
OBJECTIVE

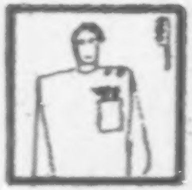
In this section you will learn to ask and answer questions about people and their occupations.

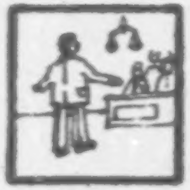
- -

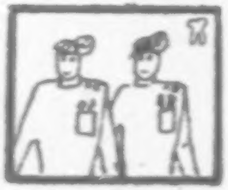
LISTENING COMPREHENSION

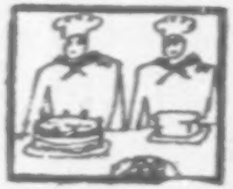

a dentist


a baker


a barber


a lawyer


dentists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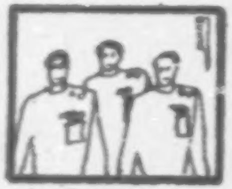
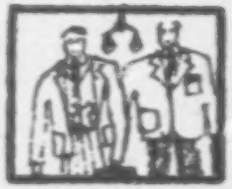
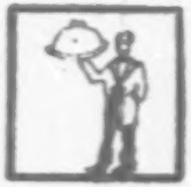
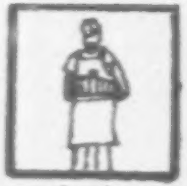
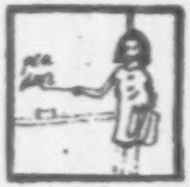
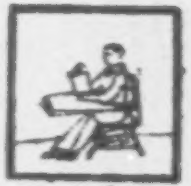

barbers

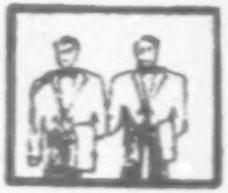

lawyers

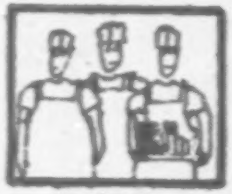

a waiter

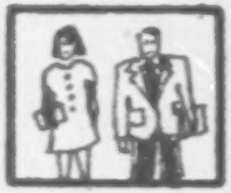

a busboy

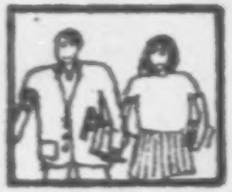

a teacher


a student


waiters


busboys


teachers


students

PRACTICE

"He's a dentist/They're dentists"

[NOTE: Cue with picture cards or overhead transparencies for all drills.]

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: He's a dentist.
They're dentists.

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What are they?
S: They're dentists.

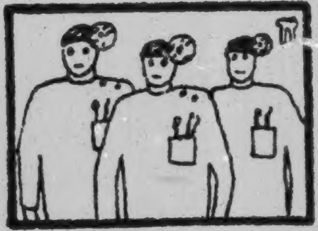
C. Question and Answer Drill

Cl
Gr > asks - Gr > answers
St St

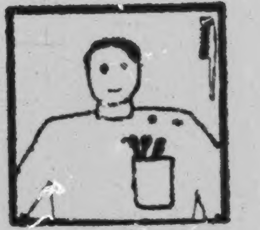
S-1: What are they?
S-2: They're dentists.

PRACTICE

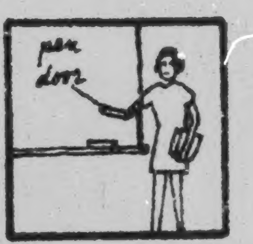
"He's a dentist/They're dentists"



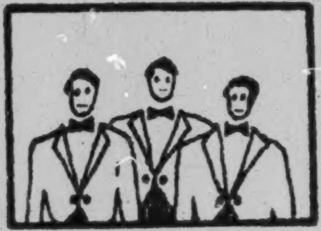
1. S-1: What are they?
S-2: They're dentists.



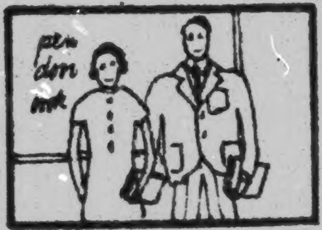
2. S-1: What is he?
S-2: He's a barber.



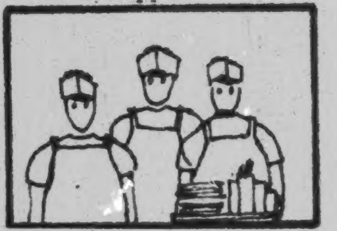
3. S-1: What is she?
S-2: She's a teacher.



4. S-1: What are they?
S-2: They're waiters.



5. S-1: What are they?
S-2: They're teachers.



6. S-1: What are they?
S-2: They're busboys.

THE DIALOGUE

Preliminary Activity

A. Point to yourself and repeat several times.

I'm a teacher.

B. T models question - Cl, Gr, St > repeats

T: What are you?

C. S asks - T answers

S: What are you?
T: I'm a teacher.

D. Elicit a response from a student.

T: What are you? A nurse? A student?
S: I'm a student.

Presenting the Dialogue

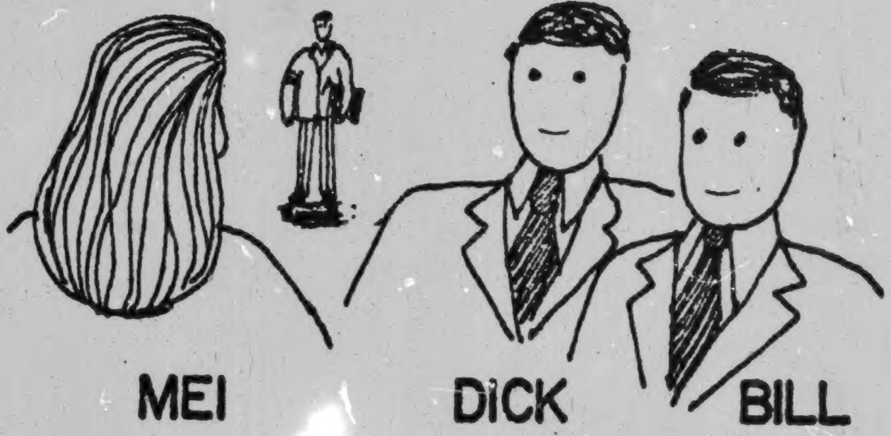
[REMINDER: Students will not have their leaflets at this point.]

A. Show the dialogue picture P36 (T11) and identify the speakers and the student in the distance.

1. T models - Cl listens
2. T models - Cl, Gr, St > repeats
3. Take roles:
   T - Cl
   Gr - Gr
   St - St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently
2. T reads - Cl reads
3. Take roles:
   T - Cl
   Gr - Gr
   St - St



Mei: Is he a student?

Dick: Yes, he is.

Mei: Are you students?

Bill: No, we aren't.

Mei: What are you?

Dick: We're teachers.

PRACTICE

"Is he a dentist?"

A. Answer Drill

T asks - Cl
Gr > answers
St

T: (Hold up picture of a dentist.)
Is he a dentist?

S: Yes, he is.

B. Substitution Drill

T cues - Cl
Gr > makes substitution
St

C. Question and Answer Drill

T cues with pictures -

Gr > asks - Gr > answers
St St

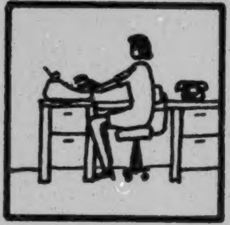
PRACTICE

"Is he a dentist?"

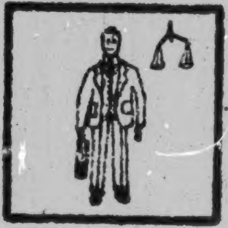
A. Substitution Drill

T: Is he a dentist?	S: Is he a dentist?
barber	Is he a barber?
busboy	Is he a busboy?
waiter	Is he a waiter?
Is she a secretary?	Is she a secretary?
housewife	Is she a housewife?
nurse	Is she a nurse?
saleslady	Is she a saleslady?

B. Question and Answer Drill



1. S-1: Is she a secretary?
S-2: Yes, she is.



2. S-1: Is he a dentist?
S-2: No, he isn't.

"Yes, they are"

(Use pictures as cues for all drills.)

A. Listening

T models - Cl listens

T: Are they dentists?
Yes, they're dentists.
Yes, they are.

[NOTE: Write both forms of the answer on the board and explain that the complete answer is "Yes, they're dentists," but that the short answer "Yes, they are (without contraction) is used in conversations.]

B. Repetition Drill

T models - Cl
Gr > repeats answer
St

T: Are they dentists? Yes, they are.
S: Yes, they are.

C. Answer Drill

T asks - Cl
Gr > answers
St

T: Are they dentists?
S: Yes, they are.

D. Repetition Drill

T models - Cl
Gr > repeats
St

T: Are they lawyers?

"Yes, they are"

E. Substitution Drill

T gives word/picture cues - Cl
Gr > responds
St

T: Are they lawyers? S: Are they lawyers?
doctors? Are they doctors?
cooks? (etc.)
(etc.)

F. Question and Answer Drill

Gr
St > asks - Gr
St > answers

S-1: Are they dentists?
S-2: Yes, they are.

"No, they aren't"

A. Listening

T models - Cl listens

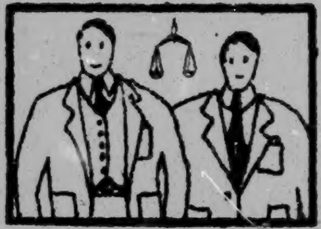
T: Are they gardeners?
No, they aren't gardeners.
No, they aren't.

[NOTE: Write both forms of the answer on the board and explain the use of the short answer in conversation.]

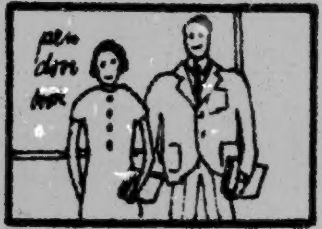
B. Repetition Drill

T models - Cl
Gr > repeats short answer
St

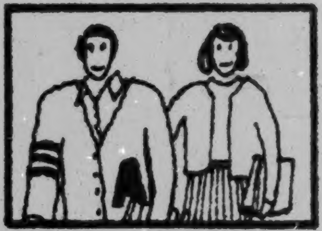
T: Are they gardeners?
No, they aren't.



3. S-1: Are they lawyers?
S-2: Yes, they are.



4. S-1: Are they teachers?
S-2: Yes, they are.



5. S-1: Are they students?
S-2: Yes, they are.

"No, they aren't

C. Answer Drill

T asks - Cl / Gr / St > answers

T: Are they gardeners?
S: No, they aren't.

D. Question and Answer Drills

T cues to elicit negative answers
- Cl / Gr / St > answers

T: (Show a picture of dentists.)
cooks
S-1: Are they cooks?
S-2: No, they aren't.

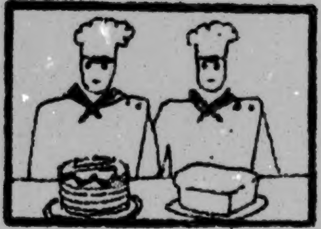
"Yes, they are/No, they aren't"

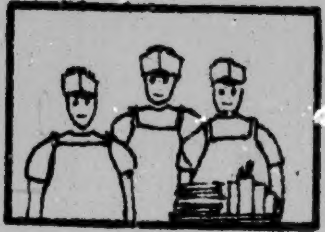
Question and Answer Drills

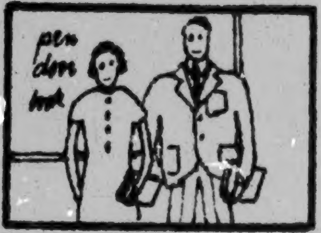
1. Cue with pictures and words to elicit questions for both "yes" and "no" answers.

   T cues: St asks
   - Gr / St > answers

2. Pass out pictures to students and instruct them to ask questions for "yes" and "no" answers.

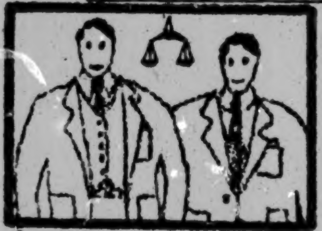

6. S-1: Are they cooks?
S-2: No, they aren't.

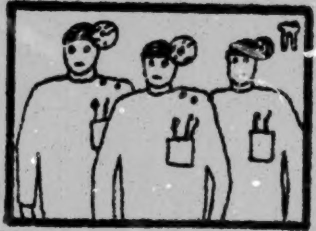

7. S-1: Are they waiters?
S-2: No, they aren't.

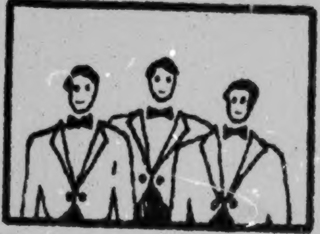


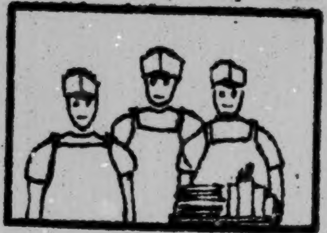
8. S-1: Are they students?
S-2: No, they aren't.

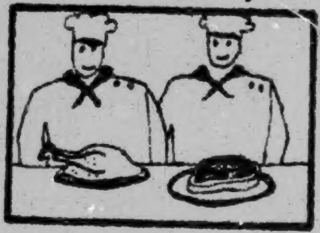
"Yes, they are/No, they aren't"

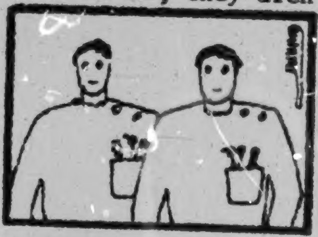

9. S-1: Are they bakers?
S-2: No, they aren't.


10. S-1: Are they dentists?
S-2: Yes, they are.


11. S-1: Are they doctors?
S-2: No, they aren't.


12. S-1: Are they busboys?
S-2: Yes, they are.


13. S-1: Are they gardeners?
S-2: No, they aren't.


14. S-1: Are they barbers?
S-2: Yes, they are.

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the names of occupations on page 1.

B. Have students read the Practice exercises on pages 2, 3, and 4.

- -

WRITING

A. Have students copy the sentences.

B. Have students write the answer to the question for each picture.

READING

A. Read the names of occupations on page 1.

B. Read the Practice exercises on pages 2, 3, and 4.

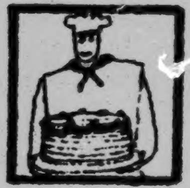
- -

WRITING

A. Copy the sentences.

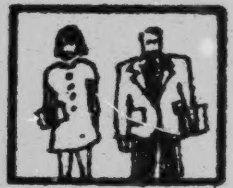
1. What are you? ____________________
2. I'm a student. ____________________
3. Are you teachers? ____________________
4. No, we aren't. ____________________

B. Answer the questions.



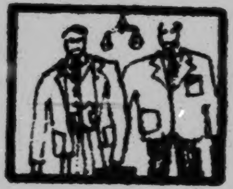
1. Is he a baker?

____



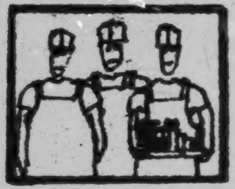
2. Are they students?

____



3. Are they lawyers?

____



4. What are they?

____

SECTION II: WHERE ARE YOU FROM?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

Give the students practice in discriminating between the /s/ sound in "C" and the /z/ sound in "Z" in both listening and production.

1. T models the sounds of "C" and "Z"
   - Cl listens
2. Write "C" and "Z" on the board and label them 1 and 2. Have students hold up one finger or two fingers to indicate which of the letters they hear.
3. Using the facial diagrams (P37 and 38 or T12), point out the vocal chords and their use in producing these sounds.
4. T models the exercise - Cl, Gr, St > repeats

SECTION II: WHERE ARE YOU FROM?

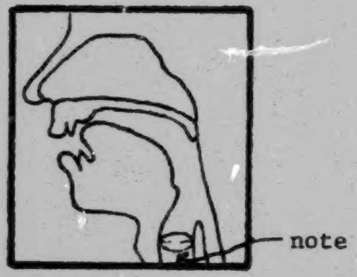
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask and answer the question: Where are you from?

PRONUNCIATION



/s/ C

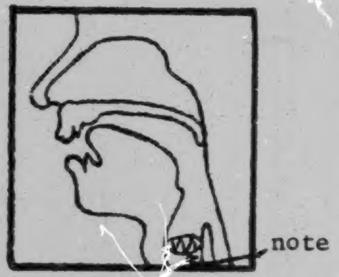
It's a "C."

saleslady.

She's a saleslady.

busboys

They're busboys.



/z/ Z

It's a "Z."

dentists

You're dentists.

Preliminary Activity

A. Point to the U.S. on a map, then to yourself and say:

I'm from the U.S.A.

B. Elicit the names of their native countries from several students by pointing to some possible locations on the map.

T: Where are you from? China? Korea?
S: China.

T: I'm from China.
S: I'm from China.

Presenting the Dialogue

A. Show dialogue picture P39 (T13).

1. T models - Cl listens

2. T models - Cl / Gr / St > repeats

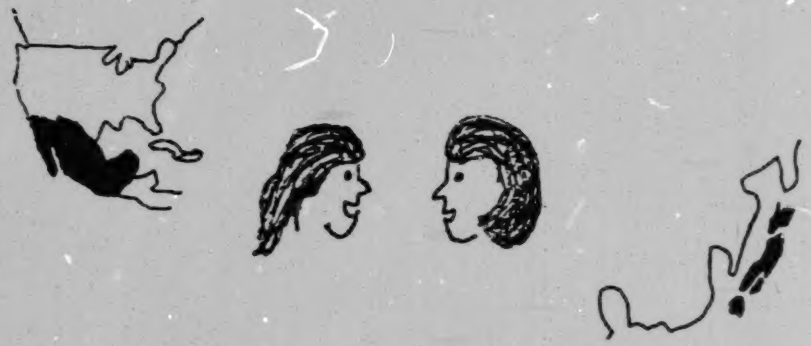
3. Take roles:
   T - Cl
   Gr - Gr
   St - St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl / Gr / St > reads

3. Take roles:
   T - Cl
   Gr - Gr
   St - St



Maria Gomez: Where are you from?

Miyo Ota: I'm from Japan.

Where are you from?

Maria Gomez: I'm from Mexico.

PRACTICE

"Where are you from?"

Question and Answer Drills

1. T
   Cl > asks - St answers

   T: Where are you from?
   S: I'm from Mexico.

2. St asks - St answers

READING

[NOTE: Have students open their leaflets at this time.]

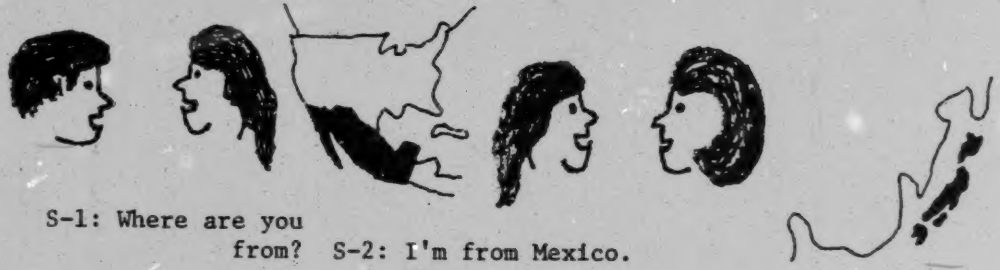
A. T reads - Cl reads silently

B. T reads - Cl
   Gr > repeats
   St

C. Cl
   Gr > reads
   St

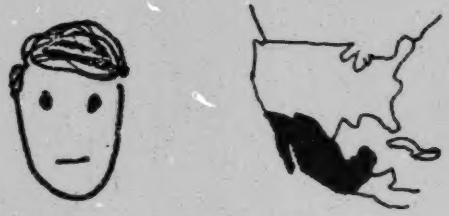
PRACTICE

"Where are you from?"



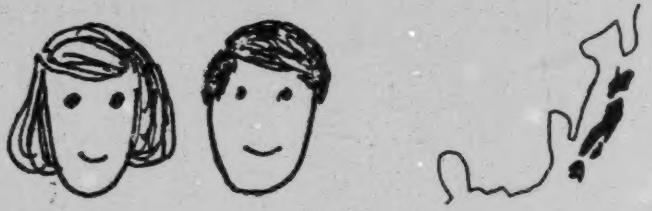
S-1: Where are you from?
S-2: I'm from Mexico. Where are you from?
S-3: I'm from Japan.

READING



His name's Joe Gomez. He's from Mexico.

He's a lawyer.



Suzuko and Shiro are students. They're

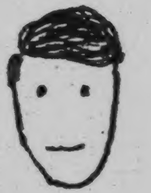
WRITING

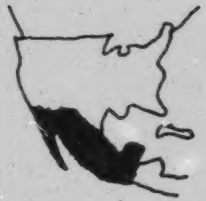
A. Have the students copy the missing words from the Reading lesson.

B. Have the students write the answers to these questions.

WRITING

A. Fill in the blanks.





His ________________ Joe Gomez.

He's from ____________________.

He's a _______________________.

B. Write the answers to these questions.

1. What's Suzuko?

____________________________________.

2. What's Shiro?

____________________________________.

3. Where are Suzuko and Shiro from?

____________________________________.

OPTIONAL ACTIVITIES

[Additional exercises to provide further practice.]

A. Talking about Occupations

1. Have individual students act out various occupations and have the other students ask each other questions for "yes-no" answers.

Example: S-1: (Pretends to write on the blackboard.)
S-2: Is she a teacher?
S-3: Yes, she is.

2. Ask some volunteers to give their occupations and list them on the board. (If a new vocabulary word appears, give a simple explanation if necessary.)

a. List the occupations, along with the names of the students.

Example: waiter - Mr. Lee, Mr. Garcia
housewife - Mrs. Gomez, Mrs. Park, Mrs. Nakano
salesman - Mr. Lau

b. Have students ask each other questions about these students and their occupations.

B. Where are You from? (Needed: a map of the world)

1. Have students point to their native countries on a map of the world as they respond to the question.

T: Where are you from?
S: I'm from Korea. (Points to Korea on the map)

2. Write the names of the countries on the board as the students make their responses.

3. Tally the number from each country.

Example: Hong Kong
Japan
Mexico
(etc.)

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AP-200482

LESSON FOUR - STUDENT LEAFLET
SECTION I: What Are They?
SECTION II: Where Are You From?

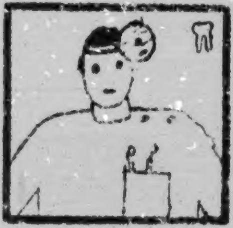
LESSON FOUR

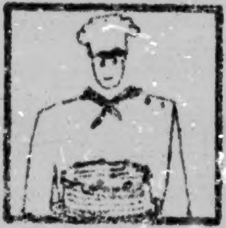
SECTION I: WHAT ARE THEY?

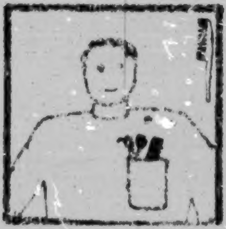
OBJECTIVE

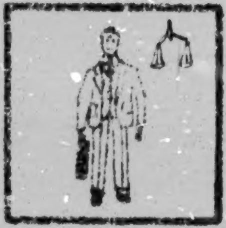
In this section you will learn to ask and answer questions about people and their occupations.

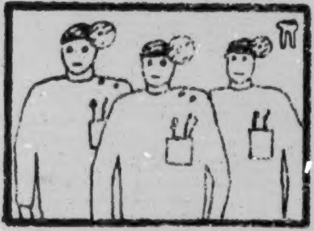
LISTENING COMPREHENSION

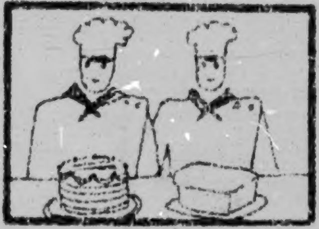

a dentist

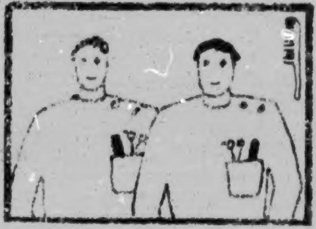

a baker

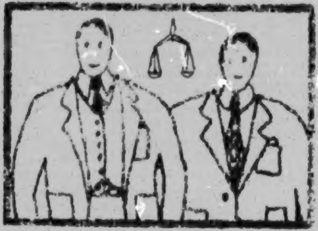

a barber

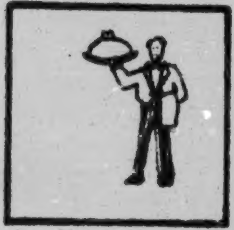

a lawyer

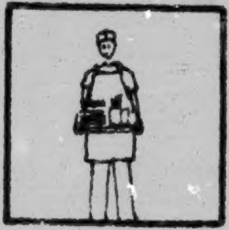

dentists

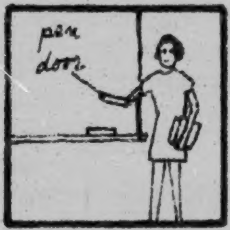

bakers


barbers

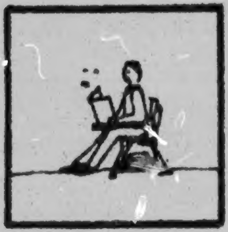

lawyers

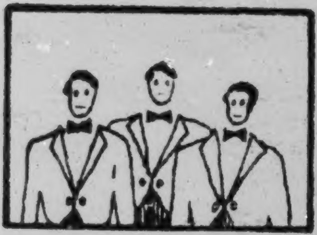

a waiter

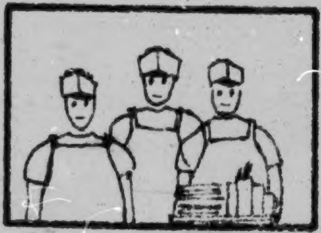

a busboy

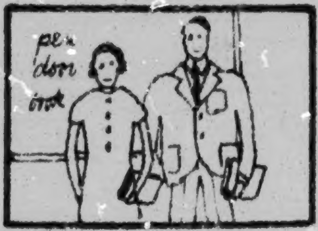


a teacher

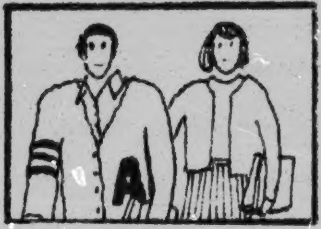

a student


waiters


busboys



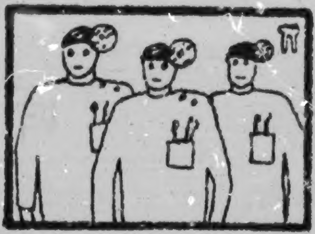
teachers


students

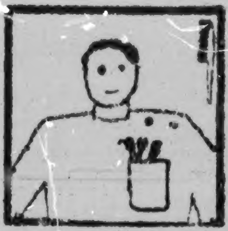
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

PRACTICE

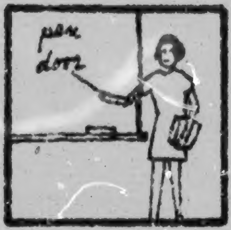
"He's a dentist/They're dentists"



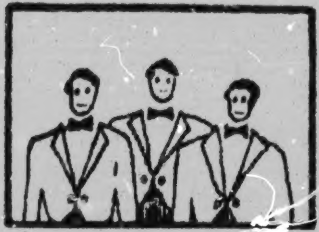
1. S-1: What are they?
   S-2: They're dentists.



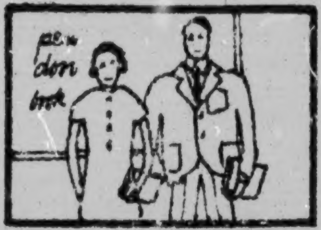
2. S-1: What is he?
   S-2: He's a barber.



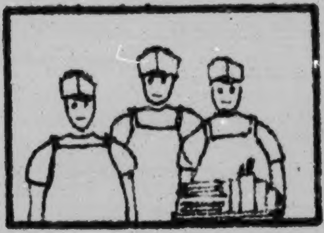
3. S-1: What is she?
   S-2: She's a teacher.



4. S-1: What are they?
   S-2: They're waiters.


pen
don
book

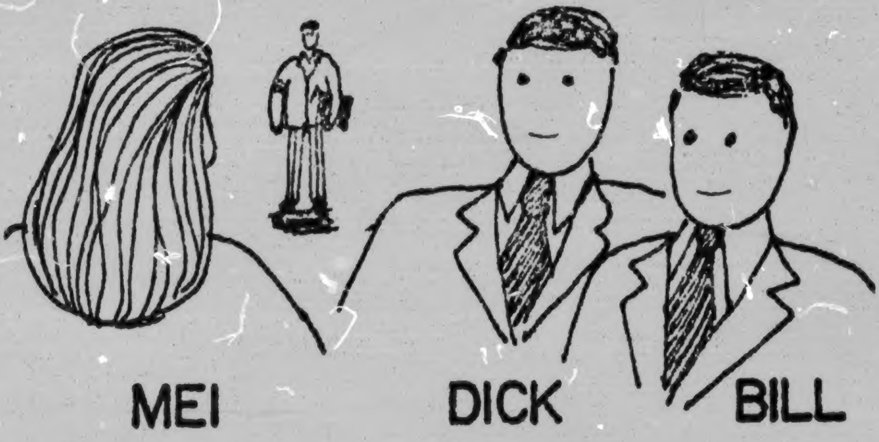
5. S-1: What are they?
   S-2: They're teachers.



6. S-1: What are they?
   S-2: They're busboys.

- -

THE DIALOGUE


MEI
DICK
BILL

Mei: Is he a student?

Dick: Yes, he is.

Mei: Are you students?

Bill: No, we aren't.

Mei: What are you?

Dick: We're teachers.

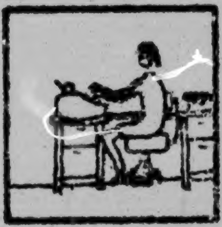
PRACTICE

"Is he a dentist?"

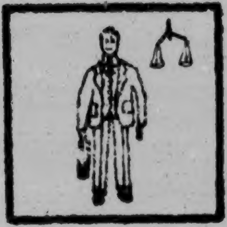
A. Substitution Drill

T: Is he a dentist?	S: Is he a dentist?
barber?	Is he a barber?
busboy?	Is he a busboy?
waiter?	Is he a waiter?
Is she a secretary?	Is she a secretary?
housewife?	Is she a housewife?
nurse?	Is she a nurse?
saleslady?	Is she a saleslady?

B. Question and Answer Drill

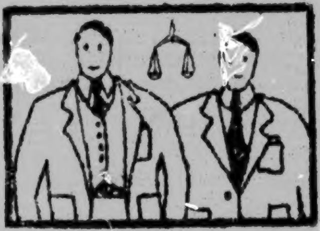


1. S-1: Is she a secretary?
S-2: Yes, she is.

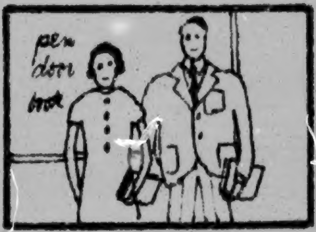


2. S-1: Is he a dentist?
S-2: No, he isn't.

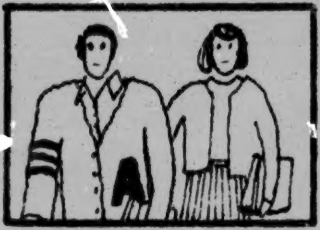
"Yes, they are"



3. S-1: Are they lawyers?
S-2: Yes, they are.

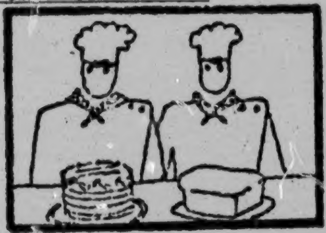


4. S-1: Are they teachers?
S-2: Yes, they are.

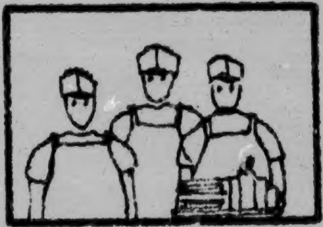


5. S-1: Are they students?
S-2: Yes, they are.

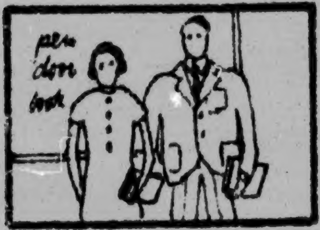
"No, they aren't"



6. S-1: Are they cooks?
S-2: No, they aren't.

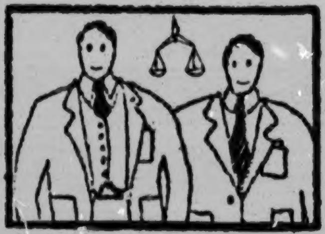


7. S-1: Are they waiters?
S-2: No, they aren't.

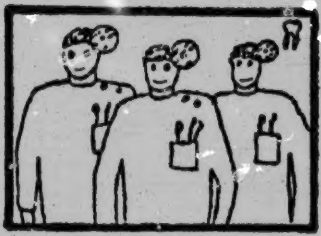


8. S-1: Are they students?
S-2: No, they aren't.

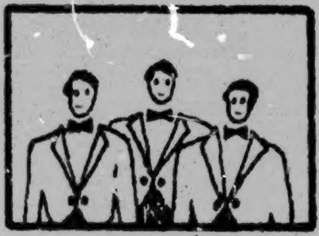
"Yes, they are/No, they aren't"



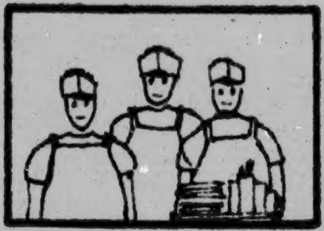
9. S-1: Are they bakers?
S-2: No, they aren't.



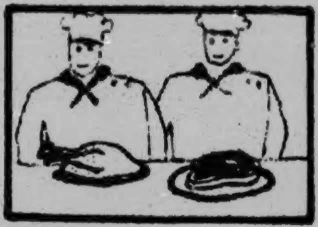
10. S-1: Are they dentists?
S-2: Yes, they are.



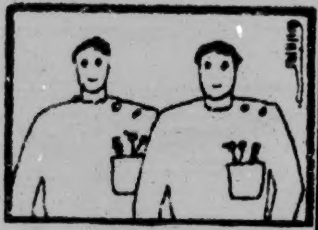
11. S-1: Are they doctors?
S-2: No, they aren't.



12. S-1: Are they busboys?
S-2: Yes, they are.



13. S-1: Are they gardeners?
S-2: No, they aren't.



14. S-1: Are they barbers?
S-2: Yes, they are.

READING

A. Read the names of occupations on page 1.

B. Read the Practice exercises on pages 2, 3, and 4.

WRITING

A. Copy the sentences.

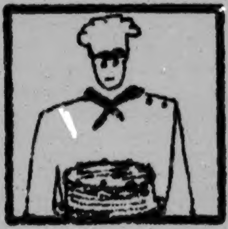
1. What are you? ______________________________

I'm a student. ______________________________

2. Are you teachers? ______________________________

No, we aren't. ______________________________

B. Answer the questions.

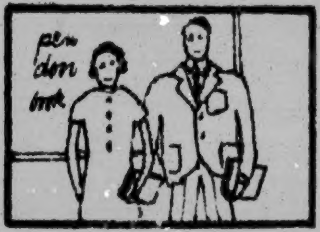


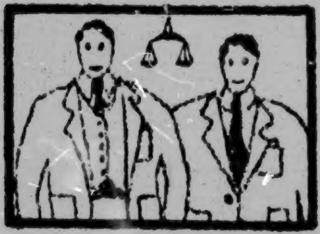
1. Is he a baker?

____

2. Are they students?

____



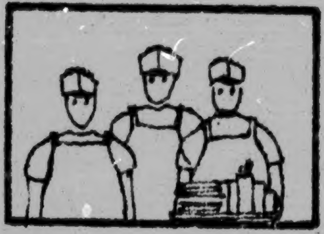


3. Are they lawyers?

____

4. What are they?

____



SECTION II. WHERE ARE YOU FROM?

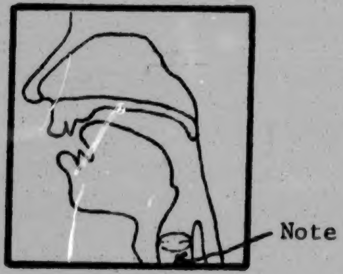
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

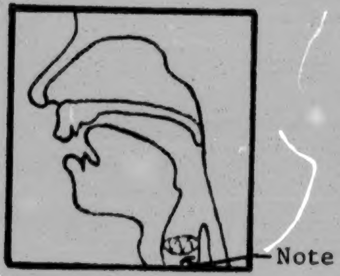
1. Practice pronunciation.
2. Learn to ask and answer the question: Where are you from?

PRONUNCIATION



/s/ C

It's a "C."



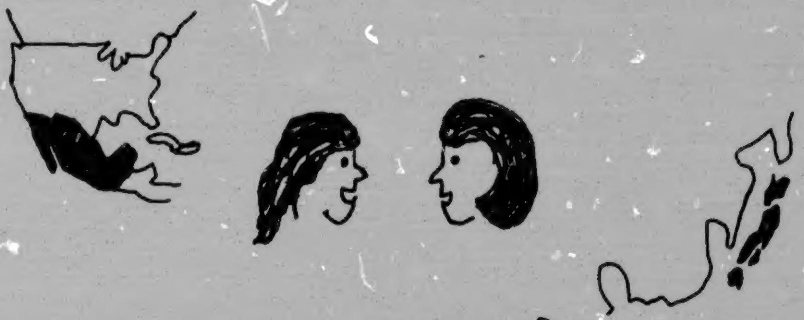
/z/ Z

It's a "Z."

saleslady   dentists   busboys

She's a saleslady.   You're dentists.   They're busboys.

THE DIALOGUE



Maria Gomez: Where are you from?

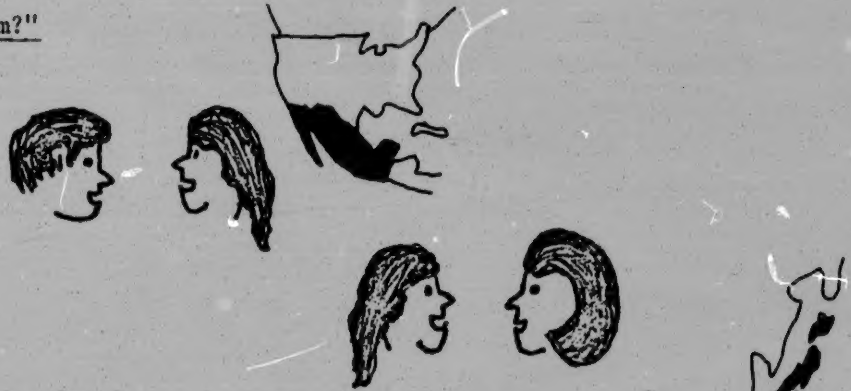
Miyo Ota: I'm from Japan.

Where are you from?

Maria Gomez: I'm from Mexico.

PRACTICE

"Where are you from?"



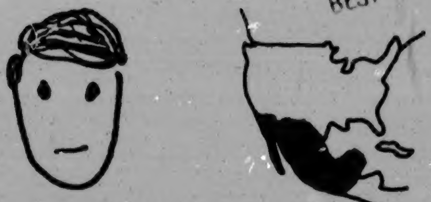
S-1: Where are you from?

S-2: I'm from Mexico.

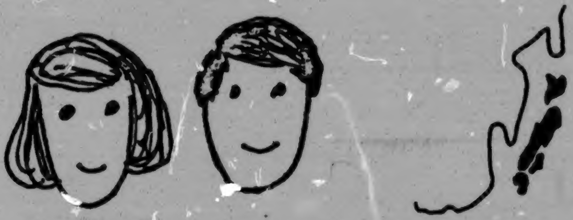
Where are you from?

S-3: I'm from Japan.

READING



His name's Joe Gomez. He's from Mexico. He's a lawyer.

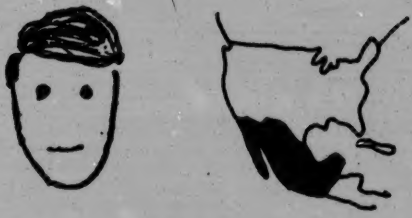


Suzuko and Shiro are students. They're from Japan.

- -

WRITING

A. Fill in the blanks.



His ____________________ Joe Gomez.

He's from ____________________

He's a ____________________

B. Write the answers to these questions.

1. What's Suzuko?

____

2. What's Shiro?

____

3. Where are Suzuko and Shiro from?

____

LESSON FOUR: EVALUATION

[NOTE: Students will use Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for correct stress, intonation, and the /s/ - /z/ contrast.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50%	50-74%	75-89%	90-100%

Have students repeat:

	GROUP 1				2				3				4				5			
1. What are you?																				
2. We're cooks.																				
3. Is she a teacher?																				
4. They're lawyers.																				
5. Are they busboys?																				

- -

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What are you? (I'm a _____)	1 2 3 4 5	1 2 3 4 5
2. What are they? (They're _____s)	1 2 3 4 5	1 2 3 4 5
3. Are they (busboys)? (Affirmative answer)	1 2 3 4 5	1 2 3 4 5
4. Is he (a dentist)? (Negative answer)	1 2 3 4 5	1 2 3 4 5
5. (Have S ask identity of group using "What")	1 2 3 4 5	1 2 3 4 5
6. Where are you from? (I'm from _____)	1 2 3 4 5	1 2 3 4 5

- -

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the correct answer on their sheets.

1. He's a barber.
2. She's a teacher.
3. They're waiters.
4. They're bakers.
5. Is he a student?
6. Is she a teacher?
7. Are they cooks?
8. Are they lawyers?

- -

IV. READING WRITING

Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

LESSON FOUR: STUDENT EVALUATION FORM

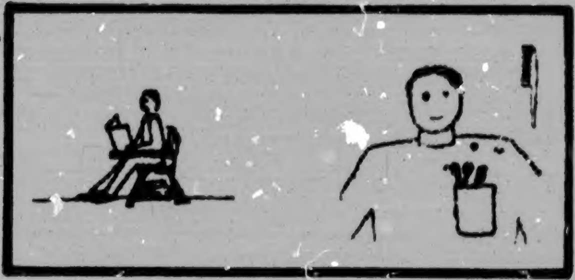
I and II. Oral Exercises

- -

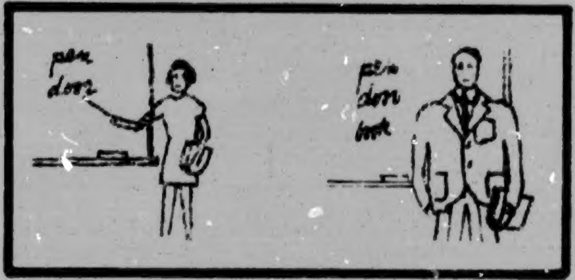
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

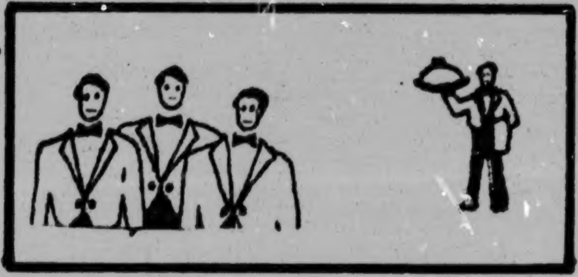
1.



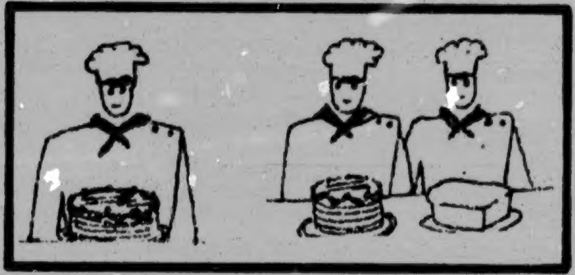
2.



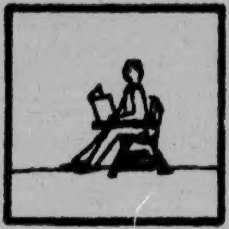
3.



4.



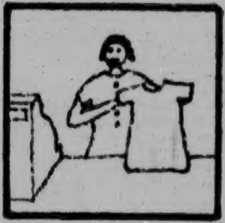
5.



Yes, he is.

Yes, she is.

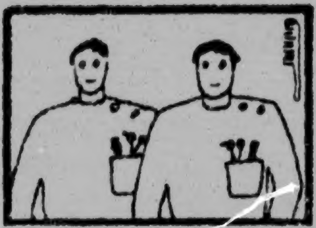
6.



Yes, she is.

No, she isn't.

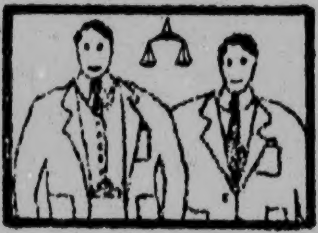
7.



Yes, they are.

No, they aren't.

8.



Yes, they are.

No, they aren't.

IV. READING

Directions: Circle the answer.

1. What are ___________?

the

they

she

2. They're __________.

nurse

dentist

lawyers

3. __________ she a doctor?

Is

Are

Am

4. Where __________ you from?

is

are

am

V. WRITING

Directions: Write one word on each line.

WORDS

Korea

Are

students

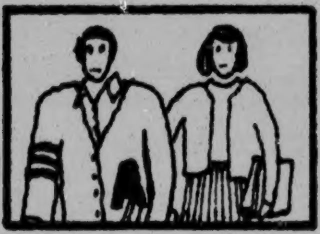
Is

waiters

What

lawyer

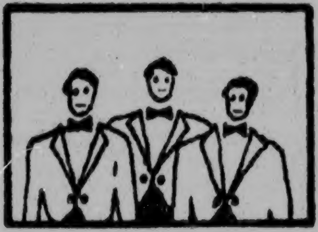
they're



1. ________ are they?

2. __________ he a baker?

3. __________ they teachers?



4. They're __________.

5. I'm from __________.

LESSON FOUR
第四課

SECTION I: WHAT ARE THEY?
第一節：他們是什麼(職業)?

OBJECTIVE

In this section you will learn to ask and answer questions about people and their occupations.

學習目標

在這一節裡,你們要學習有關職業的問答。

THE DIALOGUE

對話

Mei:	Is he a student?	他是學生嗎?
Dick:	Yes, he is.	是的.他是。
Mei:	Are you students?	你們是學生嗎?
Bill:	No, we aren't.	不是.我們不是。
Mei:	What are you?	你們是什麼(職業)?
Dick:	We're teachers.	我們是教員。

SECTION II: WHERE ARE YOU FROM?
第二節：你是那裡人?

OBJECTIVES

In this section you will:

1. Practice pronunciation,
2. Learn to ask and answer the question: Where are you from?

學習目標

在這一節裡,你們要:

一.練習發音

二.學習有關籍貫的問答。

THE DIALOGUE 對話

Maria Gomez:	Where are you from?	你是那裡人？
Miyo Ota:	I'm from Japan.	我是日本人。
	Where are you from?	你是那裡人？
Maria Gomez:	I'm from Mexico.	我是墨西哥人。

NOTES 應注意的事項

1. You is used for the second person singular and plural.

一、第二人称的单數和複數相同，都是you。所以 you are 是"你是"也是"你們是"。

2. The plural form for the third person is they.

二、第三人称的单數是 he/she，複數是 they。

3.
we're = we are
they're = they are
you're = you are

三、請注意左面的縮寫。

4. The literal translation of "Where are you from?"

四、Where are you from?（你是那裡人）的直譯是"你從那裡（來）？"

Los Angeles Unified School District
Asian Project - ABE
AP-210533

LESSON FIVE - LESSON GUIDE
SECTION I: It's 1:15/1:45; Review
SECTION II: What Day Is It?

LESSON FIVE

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the quarter hours and three-quarter hours and set the clock correctly as the teacher calls out the time.
2. Identify the days of the week.
3. Discriminate between words containing the /s/, /š/, and /z/ sounds.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked:
   a. What time is it? (the quarter hours, the half hours, the three-quarter hours and the hours)
2. Ask questions to elicit the above information.
3. Use structures and vocabulary learned in Lessons 1 through 4.
4. Perform the above with acceptable pronunciation as judged by the teacher.

Reading and Writing: Student will be able to:

1. Fill out a simple I. D. form.
2. Read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review: Structures presented in Lessons 1 through 4

New: It's 1:15.
2:45.

What day is it? It's Monday/Tuesday, etc.

INSTRUCTIONAL AIDS

Drill pictures:	P40 - Pronunciation: She's sewing a dress P41 - Pronunciation: He's sipping it. P42 - Pronunciation: He's zipping it. P43 - Dialogue (What day is it?)	Also: P12 - a saleslady (She's showing a dress)
Transparencies:	T14 - Dialogue (How time flies!) T15 - Pronunciation: sewing - showing; sipping - zipping T16 - Dialogue (What day is it?)	
Student handouts:	Lesson leaflet Student evaluation form	
Lesson Guide:	Evaluation form	

- -

CULTURAL NOTES

1. The Chinese consider Monday to be the first day of the week. The literal translation for the days of the week would be: "week one" (for Monday), "week two" (for Tuesday), and so on. Sunday, however, is "week day."

2. Emphasize to the Asian and Spanish speakers that the days of the week are capitalized in English.

- -

SECTION I: IT'S 1:15/1:45
REVIEW

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I: IT'S 1:15/1:45
REVIEW

OBJECTIVES

In this section you will:

1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.
2. Review what you learned in Lessons 1-4.

LISTENING COMPREHENSION

"It's 1:15"

A. Review

Set the cardboard clock or draw a clock on the board.

T asks - Cl
Gr > answers
St

T: (Set clock at 10:00/10:30.)
What time is it?
S: It's 10 o'clock/10:30.

B. Listening

Set the clock at the quarter hour.

T models - Cl listens

T: What time is it? It's 1:15.

C. Listening and Identifying

Call for several volunteers and have them set the time as you call it out.

T gives time - St sets clock

"It's 1:45"

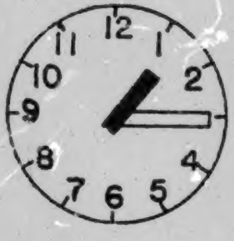
Set the clock at the 45-minute hour.

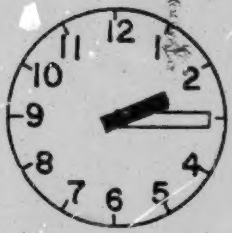
T models - Cl listens

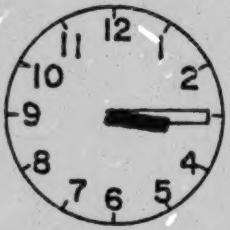
T: What time is it? It's 1:45

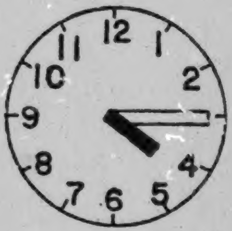
LISTENING COMPREHENSION

"It's 1:15"

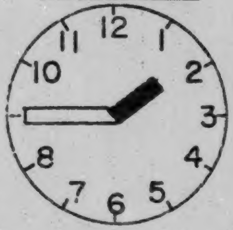

1:15

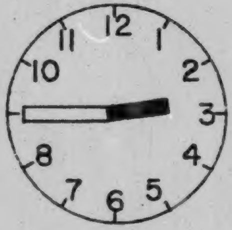

2:15

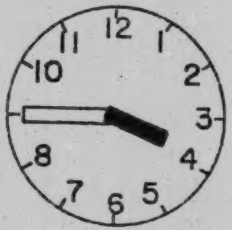

3:15

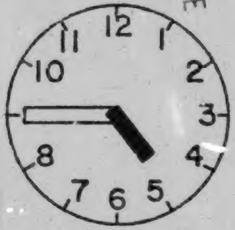

4:15

"It's 1:45"


1:45


2:45


3:45


4:45

ORAL PRACTICE

"What time is it?"

(Cue by setting times on the model clock.)

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: It's 6:15.

B. Answer Drill

T asks - Cl
Gr > answers
St

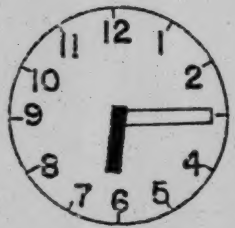
T: What time is it?
S: It's 6:15.

C. Question and Answer Drill

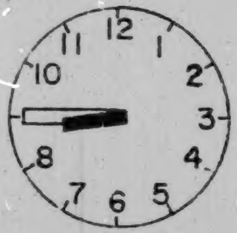
Have volunteers set times on the model clock and ask - Cl
Gr > answers
St

ORAL PRACTICE

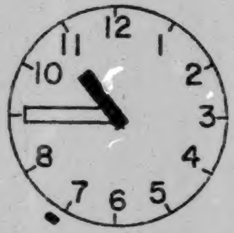
"What time is it?"


12
1
2
4
5
6
7
8
9
10
11

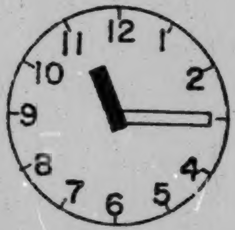
1. S-1: What time is it?
S-2: It's 6:15.


12
1
2
3
4
5
6
7
8
10
11

2. S-1: What time is it?
S-2: It's 8:45.


12
1
2
3
4
5
6
7
8
10
11

3. S-1: What time is it?
S-2: It's 10:45.


12
1
2
4
5
6
7
8
9
10
11

4. S-1: What time is it?
S-2: It's 11:15.

THE DIALOGUE

A. Show dialogue picture P4 (Good evening) and set the scene (T14 - one half only).

B. Show 7:15 on the model clock and present the first dialogue, following the format presented below.

C. Then show 12:45 on the model clock to show that time has elapsed and present the second dialogue.

Presenting the Dialogue:

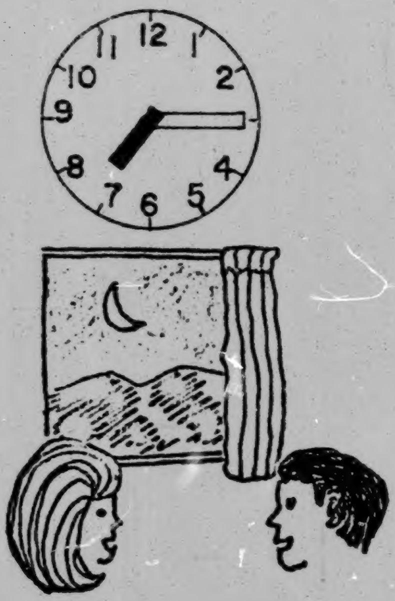
1. T models - Cl listens

2. T models - Cl / Gr / St > repeats

3. Take roles: T - Cl
   Gr - Gr
   St - St

4. Write dialogue on board or use overhead.
   T reads - Cl reads silently
   T reads - Cl / Gr / St > reads
   Take roles reading

THE DIALOGUE

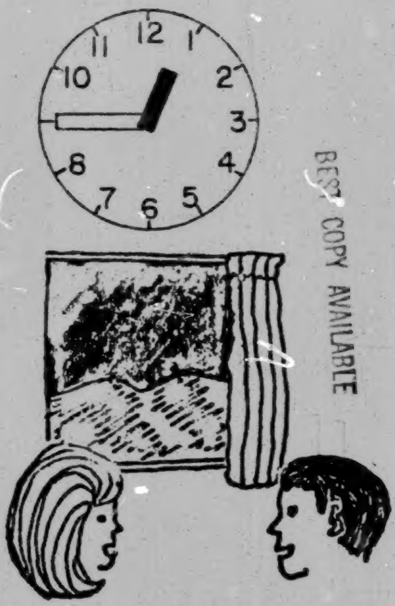


Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

Bill: It's 7:15.



Mila: What time is it?

Bill: It's 12:45.

Mila: Good night, Bill.

Bill: Good night, Mila.

How time flies!

CONTROLLED CONVERSATION

"What time is it?"

A. Draw pictures of the sun and the moon to indicate different times of the day.

B. Cue with the pictures and the clock and set the pattern for the conversations.

T cues: Gr / St > asks - Gr / St > answers

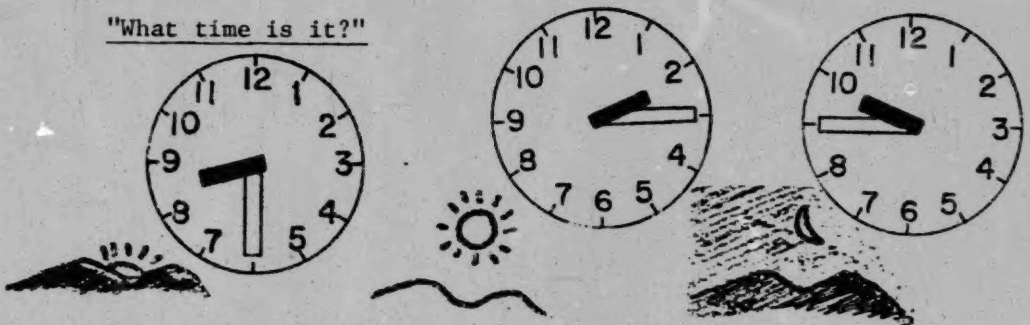
"Where are you from?"

Set the pattern and have students ask each other their names and countries.

T / Gr / St > asks - St answers

CONTROLLED CONVERSATION

"What time is it?"

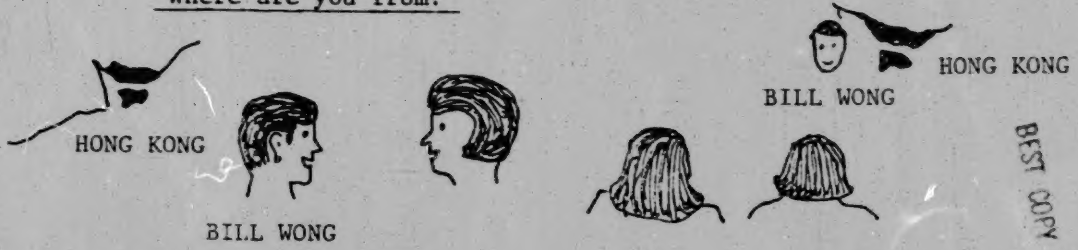


1. S-1: Good morning.
S-2: Good morning.
S-1: What time is it?
S-2: It's 8:30.

2. S-1: Good afternoon.
S-2: Good afternoon.
S-1: What time is it?
S-2: It's 2:15.

3. S-1: Good evening.
S-2: Good evening.
S-1: What time is it?
S-2: It's 9:45.

"Where are you from?"



4. S-1: Hello. What's your name?
S-2: My name's Bill Wong.
S-1: Where are you from?
S-2: I'm from Hong Kong.

5. S-1: What's his name?
S-2: His name's Bill Wong.
S-1: Where's he from?
S-2: He's from Hong Kong.

"What is he/are they?"

A. Cue with pictures and set the patterns for the conversations.

T cues: T
St > asks - Cl
Gr > answers
St

B. Distribute pictures among students and have them carry on conversations with each other.

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the times on the clocks and the exercise on page 1.

B. Have students read the Controlled Conversation on pages 2 and 3.

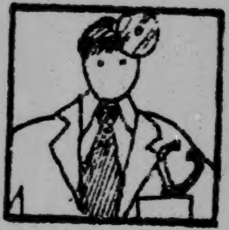
C. Identify the people in the reading picture.

1. T reads - Cl reads silently

2. T reads - Cl
Gr > repeats
St

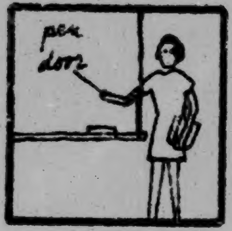
3. Have several students read one or two sentences each.

"What is he/are they?"



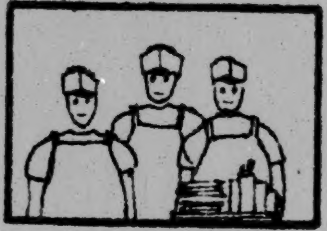
6. S-1: Is he a dentist?
S-2: No, he isn't.

S-1: What is he?
S-2: He's a doctor.



7. S-1: Are you a nurse?
S-2: No, I'm not.

S-1: What are you?
S-2: I'm a teacher.



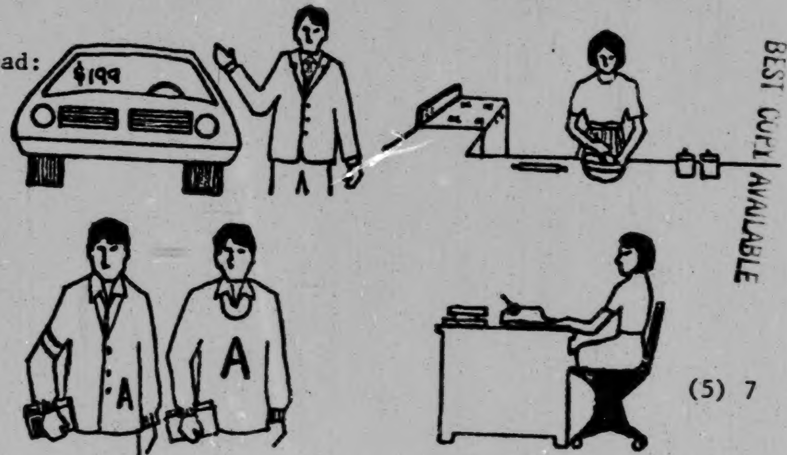
8. S-1: Are they waiters?
S-2: No, they aren't.
S-1: What are they?
S-2: They're busboys.

READING

A. Read the times on the clocks and the exercise on page 1.

B. Read the Controlled Conversation on pages 2 and 3.

C. Read:



B. Have students read the sentences which answer the questions.

T: What's Mr. Yano?
S: He's a salesman.

Mr. Yano is from Tokyo. He's a salesman. Mrs. Yano is from Hawaii. She's a housewife. Sam and Yuzo are students. Suzuko is not a student. She's a secretary.

B. Read the answers to the questions:

1. What's Mr. Yano?
2. Is Mrs. Yano a saleslady?
3. What is she?
4. Are Sam and Yuzo teachers?
5. What are they?
6. What's Suzuko?

- -

WRITING

Identification Form

A. Show Suzuko Yano's picture and identification form and model her introduction as you point to the information on the form.

T: Her name's ______________
Her address is ______________
(etc.)

WRITING

Identification Form

NAME: YANO, SUZUKO
(LAST) (FIRST)
ADDRESS: 5119 LAKE STREET
PASADENA CALIF 91124
(CITY) (STATE) (ZIP CODE)
OCCUPATION: SECRETARY
SIGNATURE: Suzuko Yano

B. Using Suzuko Yano's I.D. form as a model, have the students fill in the blanks with their own name, address, etc.

C. Have students write the answer or question for each picture.

NAME: ____________________
(LAST) (FIRST)

ADDRESS: ____________________

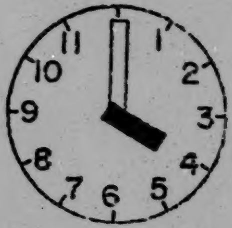
____
(CITY) (STATE) (ZIP CODE)

OCCUPATION: ____________________

SIGNATURE: ____________________

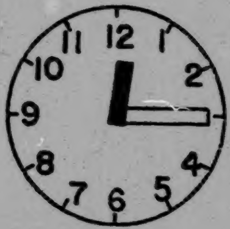
Time

Write the questions or answers.



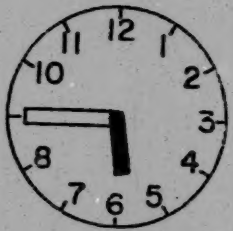
1. What time is it?

It's ____________



2. ____________

It's 12:15.



3. What time is it?

____

SECTION II: WHAT DAY IS IT?

[Have students put away their leaflets until time for Reading.]

OBJECTIVES

Explain briefly what the students will learn in this section.

- -

PRONUNCIATION

1. Show sets A and B in pairs as you identify the activities (P12, 40-42 or T15).

   T identifies - Cl listens

2. Show a picture from set A and call out sentence 1 or 2. Have students say "yes" if the action is identified correctly and "no" if it is not.

   T: (Hold up the "sewing" picture.)
   She's showing it.

   S: No.

3. Have the students repeat the words and phrases after you.

SECTION II: WHAT DAY IS IT?

[NOTE: Put away your leaflet until time for Reading.]

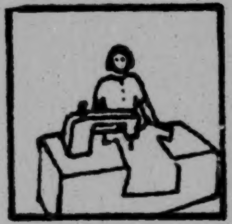
OBJECTIVES

In this section you will:

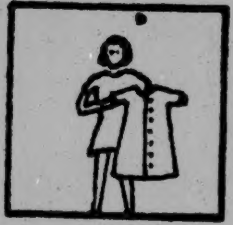
1. Practice pronunciation.
2. Learn the days of the week.

PRONUNCIATION

A.

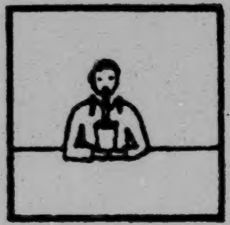


1. She's sewing a dress.

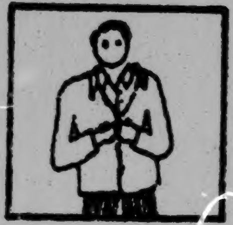


2. She's showing a dress.

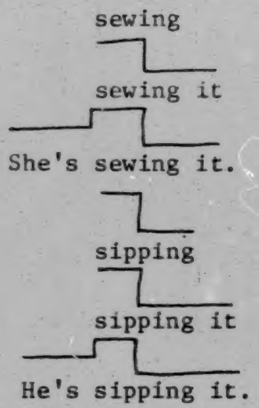
B.

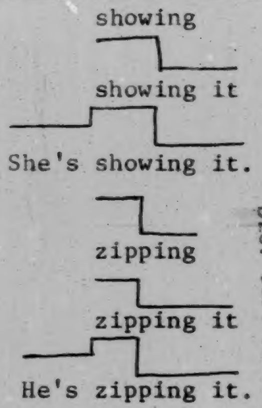


1. He's sipping it.



2. He's zipping it.


sewing
sewing it
She's sewing it.
sipping
sipping it
He's sipping it.


showing
showing it
She's showing it.
zipping
zipping it
He's zipping it.

THE DIALOGUE

Preliminary Activity

A. Repetition Drill

T draws a calendar on the board (or uses T16) and models - Cl, Gr, St repeats

T: (Point to Monday.)
It's Monday.

B. Substitution Drill

T cues - Cl, Gr, St responds

T: It's Monday.
Tuesday
Wednesday
(etc.)

S: It's Monday.
It's Tuesday.
(etc.)

C. Reading

1. Write the names of the days of the week on the board, together with the usual abbreviations.

THE DIALOGUE

Preliminary Activity

SEPTEMBER						
SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday - Sun.
Monday - Mon.
Tuesday - Tues.
Wednesday - Wed.
Thursday - Thur.
Friday - Fri.
Saturday - Sat.

2. Have students read, following the usual procedure.

T reads - Cl reads silently
T reads - Cl reads
St reads

Presenting the Dialogue

Set the scene for the dialogue.

1. T models - Cl listens

2. T models - Cl
Gr > repeats
St

3. Take roles: T - Cl
Gr - Gr
St - St

4. Write the dialogue on the board or use T16.
T reads - Cl reads silently
T reads - Cl
Gr > reads
St
Take roles reading: T - Cl
Gr - Gr
St - St

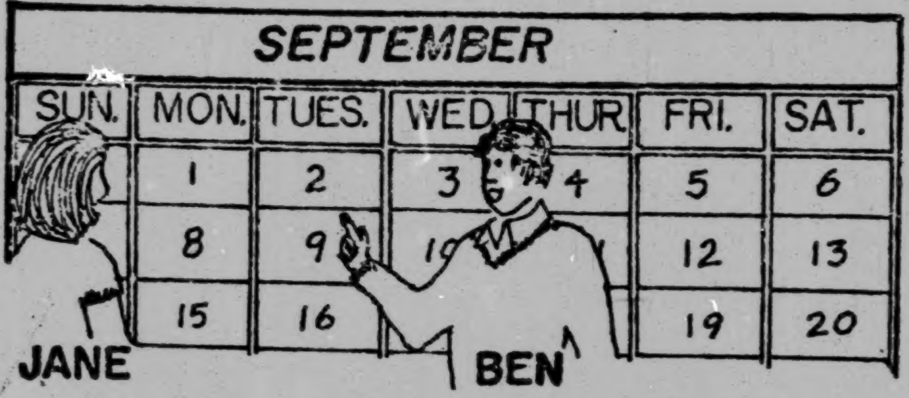
PRACTICE

"What day is it?"

A. Answer Drill

T cues with calendar and asks - Cl
Gr > answers
St

T: (Point to Wednesday.) What day is it?
S: It's Wednesday.


SEPTEMBER
SUN.
MON.
TUES.
WED.
THUR.
FRI.
SAT.
1
2
3
4
5
6
8
9
10
12
13
15
16
19
20
JANE
BEN

Jane: Hi, Ben. How are you?

Ben: Fine, thank you.

Jane: What day is it?

Ben: It's Tuesday.

PRACTICE

"What day is it?"

B. Controlled Conversation

Have a student point to a day on the calendar.

St cues - Cl
Gr > responds
St

S-1: What day is it?

S-2: It's Thursday.

"What day is it?"

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				●		

S-1: What day is it?

S-2: It's Thursday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					●	

S-1: What day is it?

S-2: It's Friday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
●						

S-1: What day is it?

S-2: It's Sunday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
						●

S-1: What day is it?

S-2: It's Saturday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		●				

S-1: What day is it?

S-2: It's Tuesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
			●			

S-1: What day is it?

S-2: It's Wednesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	●					

S-1: What day is it?

S-2: It's Monday.

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have students turn to page for the calendar and read the days of the week as you call out a number for that day.

T: 10 - Cl
Gr } Wednesday
St

B. Have the students read the Practice exercise on this page.

- -

WRITING

A. Have the students fill in the missing days of the week.

B. Have the students write the days of the week on the lines provided.

READING

A. Read the days of the week for the following numbers. See the calendar on page 6.

13 9 12 29 5 22

B. Read the Practice exercise on this page.

WRITING

A. Fill in the missing days.

	MON.				FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13

B. Write the names of the days of the week.

(1) ______________________

(2) ______________________

(3) ______________________

(4) ______________________

(5) ______________________

(6) ______________________

(7) ______________________

Los Angeles Unified School District
Asian Project - ABE
AP-200533

LESSON FIVE - STUDENT LEAFLET
SECTION I: It's 1:15/1:45; Review
SECTION II: What Day Is It?

LESSON FIVE

SECTION I: IT'S 1:15/1:45 REVIEW

OBJECTIVES

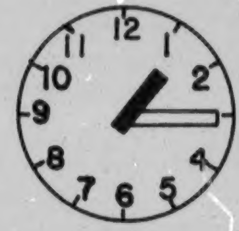
In this section you will:

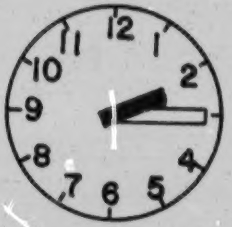
1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.
2. Review what you learned in Lessons 1 - 4.

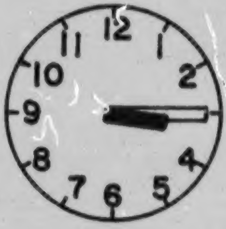
- -

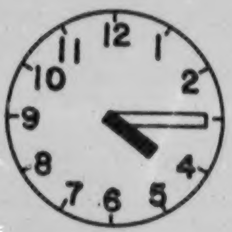
LISTENING COMPREHENSION

"It's 1:15"

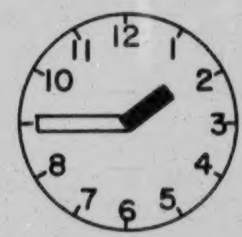

1:15

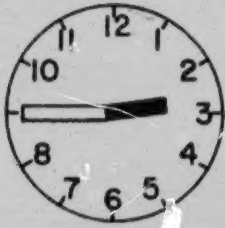

2:15

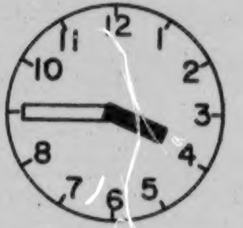

3:15

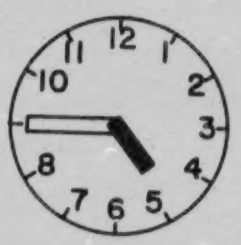

4:15

"It's 1:45"

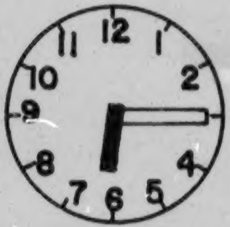

1:45

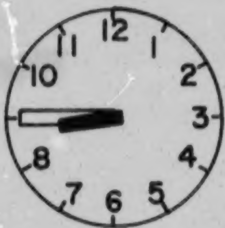

2:45

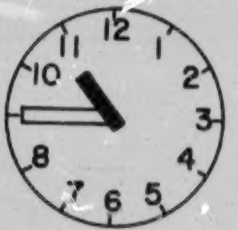

3:45

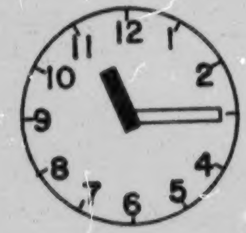

4:45

"What time is it?"


1. What time is it?
It's 6:15.

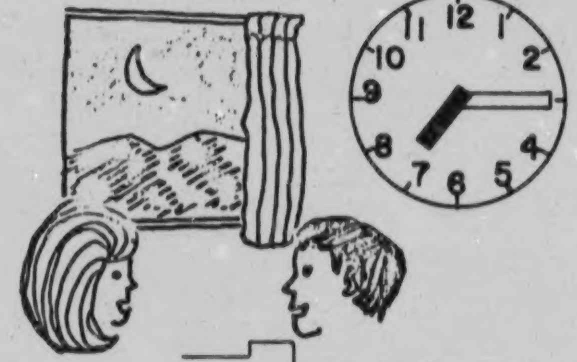

2. What time is it?
It's 8:45.


3. What time is it?
It's 10:45.


4. What time is it?
It's 11:15.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

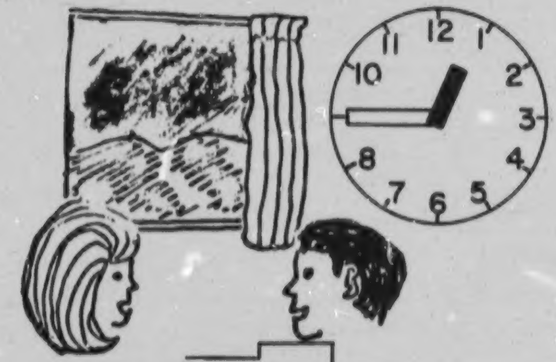


Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

Bill: It's 7:15.



Mila: What time is it?

Bill: It's 12:45.

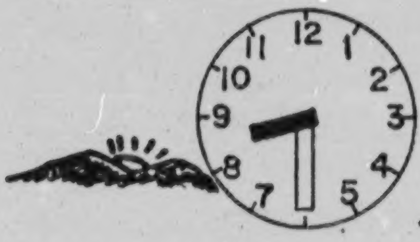
Mila: Good night, Bill.

Bill: Good night, Mila.

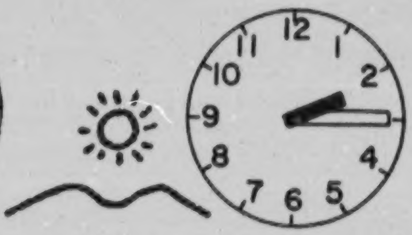
How time flies!

CONTROLLED CONVERSATION

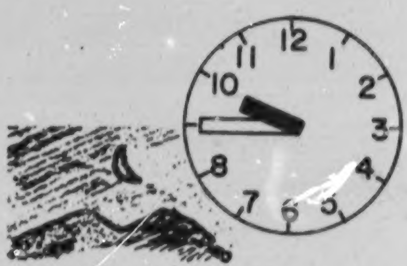
"What time is it?"



1. S-1: Good morning.
   S-2: Good morning.
   S-1: What time is it?
   S-2: It's 8:30.

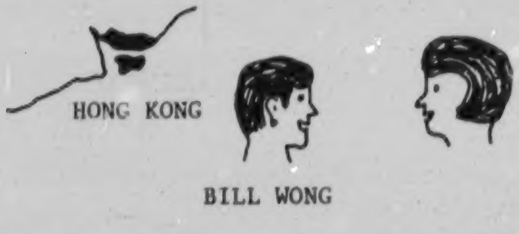


2. S-1: Good afternoon.
   S-2: Good afternoon.
   S-1: What time is it?
   S-2: It's 2:15.

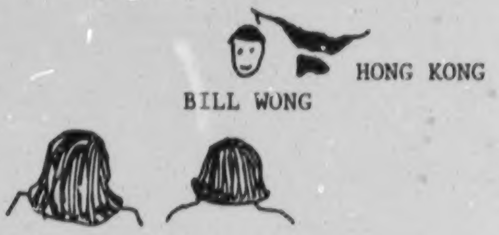


3. S-1: Good evening.
   S-2: Good evening.
   S-1: What time is it?
   S-2: It's 9:45.

"Where are you from?"



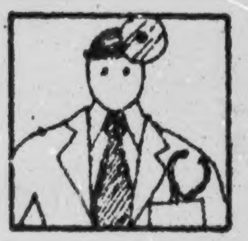
4. S-1: Hello. What's your name?
   S-2: My name's Bill Wong.
   S-1: Where are you from?
   S-2: I'm from Hong Kong.



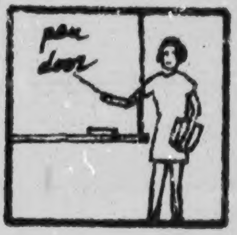
5. S-1: What's his name?
   S-2: His name's Bill Wong.
   S-1: Where's he from?
   S-2: He's from Hong Kong.

"What is he/are they?"

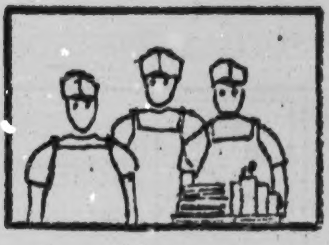
BEST COPY AVAILABLE



6. S-1: Is he a dentist?
S-2: No, he isn't.
S-1: What is he?
S-2: He's a doctor.



7. S-1: Are you a nurse?
S-2: No, I'm not.
S-1: What are you?
S-2: I'm a teacher.



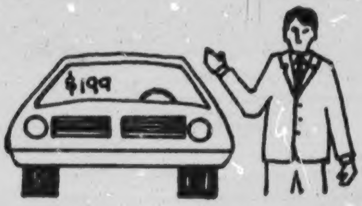
8. S-1: Are they waiters?
S-2: No, they aren't.
S-1: What are they?
S-2: They're busboys.

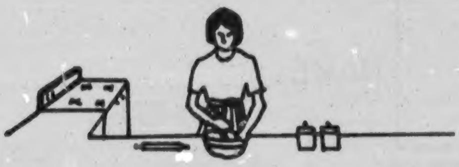
READING

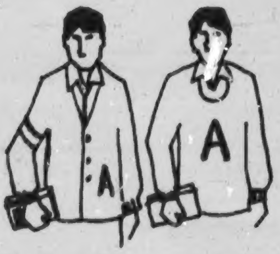
A. Read the times on the clocks and the exercise on page 1.

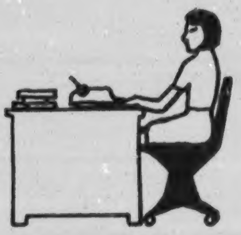
B. Read the Controlled Conversation on pages 2 and 3.

C. Read:









Mr. Yano is from Tokyo. He's a salesman. Mrs. Yano is from Hawaii. She's a housewife. Sam and Yuzo are students. Suzuko is not a student. She's a secretary.

D. Read the answers to the questions:

1. What's Mr. Yano?
2. Is Mrs. Yano a saleslady?
3. What is she?
4. Are Sam and Yuzo teachers?
5. What are they?
6. What's Suzuko?

WRITING

Identification Form

A.

NAME: YANO, SUZUKO
(LAST) (FIRST)

ADDRESS: 5119 LAKE STREET

PASADENA, CALIF. 91124
(CITY) (STATE) (ZIP CODE)

OCCUPATION: SECRETARY

SIGNATURE: Suzuko Yano

B.

NAME:
(LAST) (FIRST)

ADDRESS:

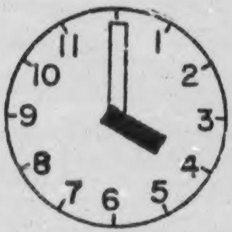
(CITY) (STATE) (ZIP CODE)

OCCUPATION:

SIGNATURE:

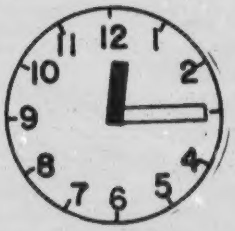
Time

Write the questions or answers.



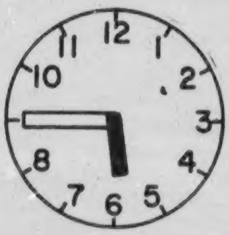
1. What time is it?

It's ____________________



2. ____________________

It's 12:15.



3. What time is it?

____

SECTION II: WHAT DAY IS IT?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

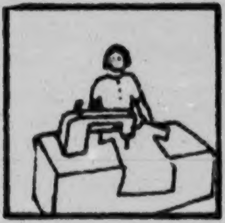
In this section you will:

1. Practice pronunciation.
2. Learn the days of the week.

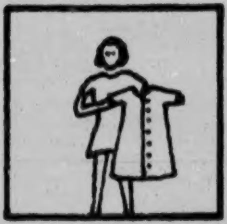
- -

PRONUNCIATION

A.

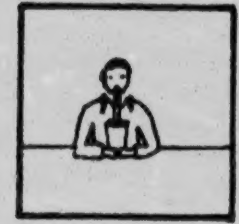


1. She's sewing a dress.

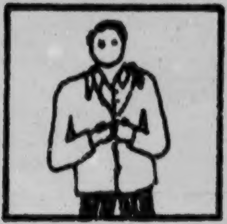


2. She's showing a dress.

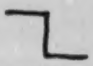
B.

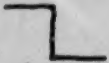


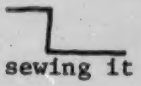
1. He's sipping it.

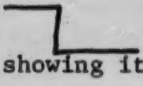


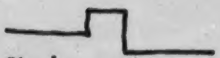
2. He's zipping it.

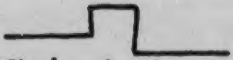

sewing

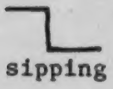

showing

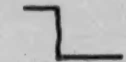

sewing it

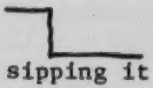

showing it

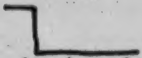

She's sewing it.

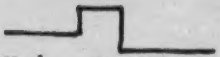

She's showing it.

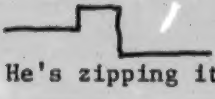

sipping


zipping


sipping it


zipping it


He's sipping it.


He's zipping it.

LISTENING COMPREHENSION

SEPTEMBER						
SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday - Sun.

Monday - Mon.

Tuesday - Tues.

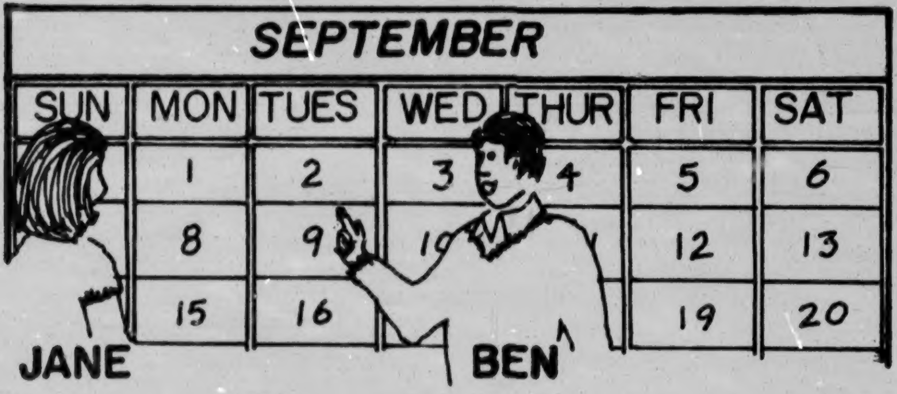
Wednesday - Wed.

Thursday - Thur.

Friday - Fri.

Saturday - Sat.

THE DIALOGUE


SEPTEMBER
SUN
MON
TUES
WED
THUR
FRI
SAT
1
2
3
4
5
6
8
9
10
12
13
15
16
19
20
JANE
BEN

Jane: Hi, Ben. How are you?

Ben: Fine, thank you.

Jane: What day is it?

Ben: It's Tuesday.

PRACTICE

"What day is it?"

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				●		

S-1: What day is it?

S-2: It's Thursday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					●	

S-1: What day is it?

S-2: It's Friday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
●						

S-1: What day is it?

S-2: It's Sunday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
						●

S-1: What day is it?

S-2: It's Saturday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		●				

S-1: What day is it?

S-2: It's Tuesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
			●			

S-1: What day is it?

S-2: It's Wednesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	●					

S-1: What day is it?

S-2: It's Monday.

READING

A. Read the days of the week for the following numbers. See the calendar on page 6.

13 9 12 29 5 22

B. Read the Practice exercise on this page.

WRITING

A. Fill in the missing days.

	MON.				FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13

B. Write the names of the days of the week.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

(7) ______________________________

LESSON FIVE: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for stress, intonation, and the /s/, /z/, and /š/ contrasts.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50 %	50-74 %	75-89 %	90-100 %

Have students repeat:

GROUP	1				2				3				4				5			
1. Is she a nurse?																				
2. No, she isn't.																				
3. What day is it?																				
4. She's showing a dress.																				
5. Are you busboys?																				

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's this? (It's a _____)	1 2 3 4 5	1 2 3 4 5
2. What is she? (She's a _____)	1 2 3 4 5	1 2 3 4 5
3. What are they? (They're _____)	1 2 3 4 5	1 2 3 4 5
4. What's your address? (My address is _____)	1 2 3 4 5	1 2 3 4 5
5. (Have S ask occupation of a person using "Is")	1 2 3 4 5	1 2 3 4 5
6. (Have S ask occupation of a group using "Are")	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the correct answer on their sheets.

1. It's a "Z."
2. It's Thursday.
3. Good morning!
4. It's 7:45.
5. They're dentists.
6. She's a teacher.
7. His address is 403 Bay Avenue.
8. My zip code's 90405.
9. Are they lawyers?
10. Is he a waiter?

IV. READING
V. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON FIVE: STUDENT EVALUATION FORM

I and II. Oral Exercises

III. LISTENING COMPREHENSION

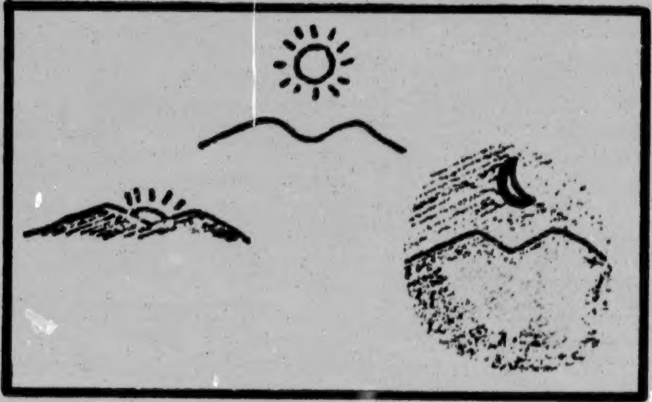
Directions: Listen to the teacher. Circle the answer

1. C Z S

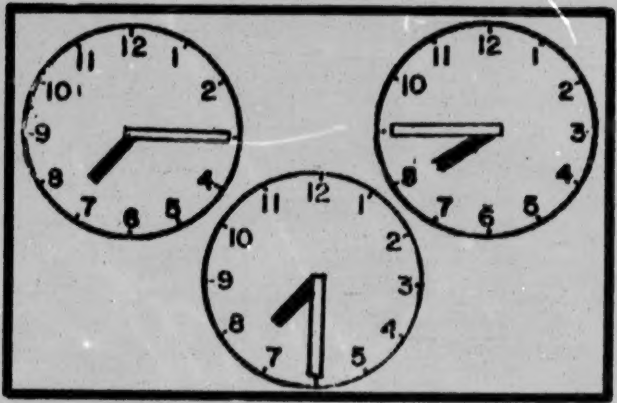
2.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
7	8	9	10	11	12	13

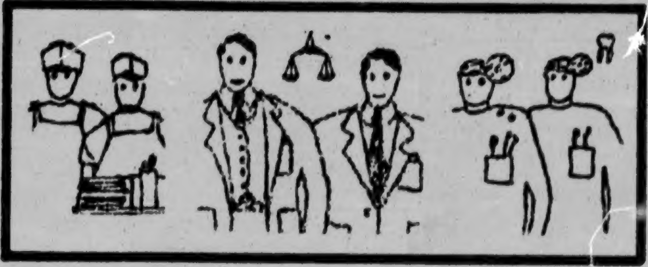
3.



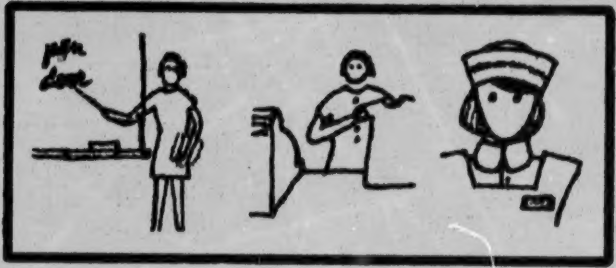
4.



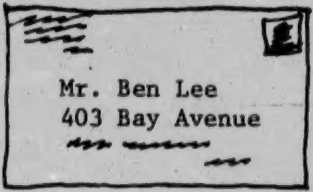
5.

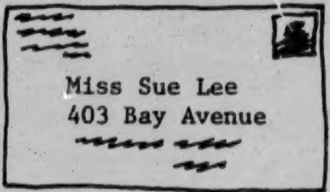


6.

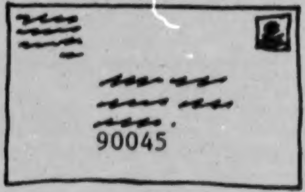


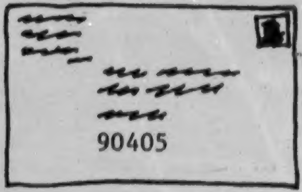
7.


Mr. Ben Lee
403 Bay Avenue

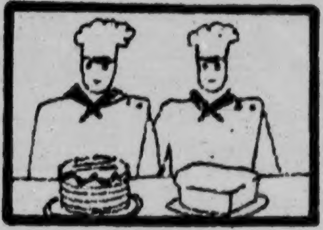

Miss Sue Lee
403 Bay Avenue

8.





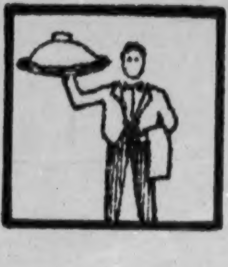
9.



Yes, they are.

No, they aren't.

10.



Yes, he is.

No, he isn't.

IV. READING

Directions: Read this. Circle the answers.

Mr. Lee is from Korea. He's a lawyer. Mrs. Lee is a teacher. Miyo and Kay are from Japan. They're students.

1. Mr. Ben Lee is from ______________.
   - Korea
   - Japan
   - Mexico

2. ______________ is a teacher.
   - Miyo
   - Mr. Lee
   - Mrs. Lee

3. Miyo and Kay _________ from Japan.
   - is
   - are
   - am

4. They're ______________.
   - doctors
   - students
   - teachers

5. Mr. Lee is a ______________.
   - teacher
   - lawyer
   - student

V. WRITING

A. Directions: Write the word or number on the line.

His name's Ben Lee. His first name's ____________. His last name's ______________. His address is _________ Main Street. His zip code's ______________. ____________ a lawyer. He's from _________________.

WORDS

lawyer	My
Korea	Lee
Your	Ben
His	You're
He's	Japan

NUMBERS

90405 405

B. Directions: Write in the days of the week.

Sunday ____________________ ____________________ Wednesday

____________________ Friday ____________________

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Los Angeles Unified School District
Asian Project - ABE AP-2A0543

LESSON FIVE - CHINESE SUPPLEMENT
SECTION I: It's 1:15/1:45; Review
SECTION II: What Day Is It?

LESSON FIVE

第五課

SECTION I: IT'S 1:15/1:45 REVIEW

第一節：一點十五分/一點四十五分 複習

OBJECTIVES

學習目標

In this section you will:

1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.
2. Review what you learned in Lessons 1-4.

在這一節裡，你們要：

一、學習有關十五分和四十五分的時間問答。

二、複習第一課至第四課所學過的教材。

THE DIALOGUE	對話
Mila: Good evening, Bill.	Bill，晚安。
Bill: Good evening, Mila.	晚安，Mila。
Mila: What time is it?	幾點鐘了？
Bill: It's 7:15.	七點十五分了。
Mila: What time is it?	幾點鐘了？
Bill: It's 12:45.	十二點四十五分。
Mila: Good night, Bill.	再見，Bill。
Bill: Good night, Mila.	再見，Mila。
How time flies!	時間過得真快！

SECTION II: WHAT DAY IS IT?

第二節：今天禮拜幾？

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.
2. Learn the days of the week.

一、練習發音。

二、學習星期的日子。

THE DIALOGUE

對話

Jane:	Hi, Ben. How are you?	嗨，Ben。你好嗎？
Ben:	Fine, thank you.	好。謝々你。
Jane:	What day is it?	今天禮拜幾？
Ben:	It's Tuesday.	禮拜二。

NOTES

應注意事項

1. One of the functions of it includes its use as an artificial subject as in "It's 1 o'clock."

2. The Occidental way of writing an address is exactly the opposite of the Chinese: house-number-street-city-state-country

3. One-thirty vs. "one o'clock-half."

一、英文句子必需要有主詞。在 "It's 1 o'clock." 裡，"it" 的功用是做這句子的虛主詞，本身並無意義。

二、西式的地址寫法和中文相反，次序是：門牌號數—街名—城市—州（省）—國

三、英文半點鐘的說法，通常是"某點三十分"而

4. A brief explanation of the articulations of /s/ vs. /š/ and /s/ vs. /z/.

5. The English expression "Good night" is used at night and has the same meaning as "good-bye."

不說"某點半"。

四. 唸"sewing"時,"s"的音是舌尖靠近齒齦。唸"showing"時"sh"的音是前舌面靠硬顎,同時是圓唇。"zipping"的"z"音,發音和"s"一樣,但發音時聲帶要顫動。

五. 英文的"Good night"僅用於夜間,和"Good-bye"一樣用法。是"再見"的意思。

Los Angeles Unified School District
Asian Project - ABE
AP-210643

LESSON SIX - LESSON GUIDE
SECTION I: How Much Is It?
SECTION II: What's This/That?

LESSON SIX

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the coins and food items presented in the lesson.
2. Distinguish between "this" and "that."

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Ask "what" and "yes-no" questions with "this" and "that" to elicit above information.
3. Give answers using "it."
4. Ask and/or give the money value of coins.
5. Ask and/or give the price of lesson items.
6. Perform the above with acceptable pronunciation .

Reading and Writing: Student will be able to:

1. Read the sentences in the lesson.
2. Write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What's that?	
	How much is a hamburger/it?	It's 50 cents.
	Is this/that a nickel?	Yes, it is/No, it isn't.
Review:	What's this?	It's a penny/hot dog.

INSTRUCTIONAL AIDS

Drill pictures:

P44 - a penny
P45 - a nickel
P46 - a dime
P47 - a quarter
P48 - a half dollar
P49 - a hamburger
P50 - a hot dog
P51 - a soft drink
P52 - a doughnut
P53 - Dialogue (The Vending Truck)
P54 - Facial diagram: /ð/ and /d/
P55 - this/that (a cup of coffee and a cup of tea)
P56 - Dialogue (Coffee or tea?)

Transparencies:

T17 - U.S. coins
T18 - Vending truck items (a hamburger, a hot dog, a doughnut, a soft drink, a cup of coffee, and a cup of tea)
T19 - Dialogue (The Vending Truck)
T20 - Pronunciation: /ð/ and /d/ (they-day)
T21 - this/that (a cup of coffee and a cup of tea)
T22 - Dialogue (Coffee or tea?)

Student handouts:

Student leaflet
Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. The fact that a dime is smaller in size than a penny or a nickel, yet is worth more, seems strange to an Asian whose coins graduate in size according to their value.

2. The Chinese have a word ("how" in Cantonese, "mau" in Mandarin) which is an equivalent of the American dime and is used as a unit of count in expressing cent values. For example, 20 cents would be expressed as "two dime," 50 cents as "five dime," and 75 cents as "seven dime half (or five)." The word "cents" is not necessary because their word for a dime signifies coin value. Possible difficult words for Asians are "twenty," "thirty," and "fifty."

3. The following chart shows possible points of difficulty for students in learning to ask the price of an item. Note expecially:
    a. The Chinese: "how many money"
    b. The Japanese and Koreans: no article
    c. The Filipino: no verb
    d. For all: word order

English	How much	is	a	sandwich				?
Chinese			one	sandwich	is	how many	money	?
Japanese				sandwich+(one) subject particle	how much			is+ question particle
Korean				sandwich+(one) subject particle	how much			is+ question particle
Tagalog	How much	the	one	sandwich				?
Spanish	¿How much	is	a	sandwich				?

SECTION I: HOW MUCH IS IT?

[NOTE: Do not distribute the student leaflet until time for Reading.]

REVIEW AND WARM-UP

A. Use pictures and realia from previous lessons for the oral review.

B. Suggested items for review:

1. "What time is it?"
2. "What day is it?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I: HOW MUCH IS IT?

OBJECTIVES

In this section you will learn:

1. The names of U.S. coins and some food items.
2. To ask and/or give the cost of these items.

LISTENING COMPREHENSION

Listening and Identifying

A. T holds up coins (or pictures P44-48 or T17) and models - Cl listens

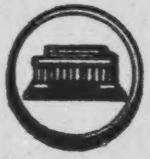
T: This is a penny.
a dime. (etc.)

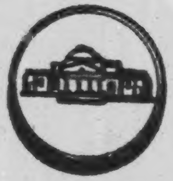
B. T shows a coin or a picture
- Cl responds with "yes" when coin is identified correctly and "no" when it is not

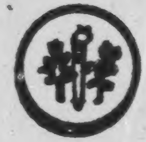
T: (Hold up a penny.)
This is a penny. Cl: Yes.

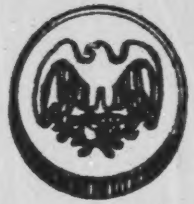
T (Hold up a nickel.)
This is a dime. Cl: No.

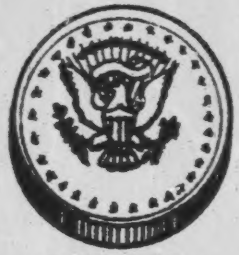
LISTENING COMPREHENSION


a penny


a nickel


a dime


a quarter


a half dollar

PRACTICE

[NOTE: Cue with coins or pictures for all drills.]

"It's a penny"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: What's this? It's a penny
S: It's a penny.

[NOTE: Point out to students that "it" is normally used in responses.]

B. Answer Drill

T asks - Cl
Gr > answers

PRACTICE

"What's this?"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: What's this?

B. Question and Answer Drill

Have students cue each other with coins or picture cards.

"It's 1 cent"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: How much is a penny? It's 1 cent.
S: It's 1 cent.

B. Answer Drill

T asks - Cl
Gr > answers
St

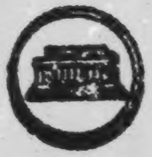
T: How much is a nickel?
S: It's 5 cents.

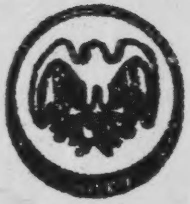
"How much is a penny?"

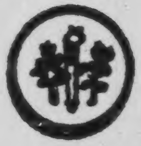
A. Substitution Drill

T models - Cl
Gr > responds
St

"What's this?"







1. S-1: What's this?
S-2: It's a penny.

2. S-1: What's this?
S-2: It's a , quarter.

3. S-1: What's this?
S-2: It's a dime.

"How much is a penny?"

T: How much is a penny?
a nickel?
(etc.)

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

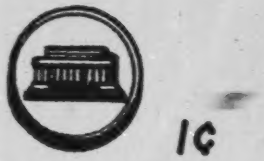
THE DIALOGUE

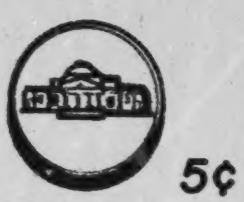
Preliminary Activity

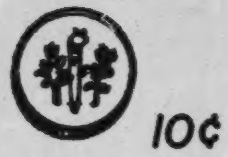
A. Listening Drill

T shows drill pictures P49-52 or T18 and models
- Cl listens

T: This is a hamburger.



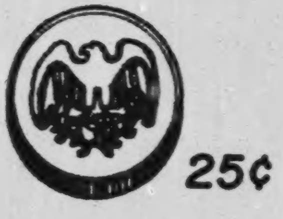


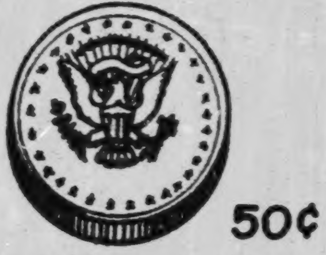


4. S-1: How much is a penny?
S-2: It's 1 cent.

5. S-1: How much is a nickel?
S-2: It's 5 cents.

6. S-1: How much is a dime?
S-2: It's 10 cents.

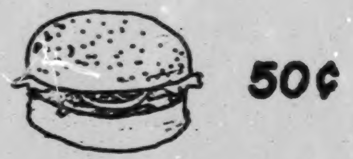




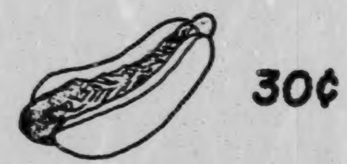
7. S-1: How much is a quarter?
S-2: It's 25 cents.

8. S-1: How much is a half dollar?
S-2: It's 50 cents.

THE DIALOGUE



a hamburger



a hot dog

B. Repetition Drill

T cues with pictures and models

- Cl
- Gr > repeats
- St

T: What's this?
It's a hamburger.

S: It's a hamburger.

Presenting the dialogue

[REMINDER: Students will not have their leaflets at this point.]

A. Show dialogue picture P53 or T19 and present the dialogue.

1. T models - Cl listens

2. T models - Cl repeats

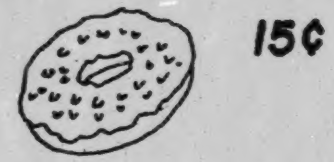
3. Take roles:
T - Cl
Gr - Gr
St - St

B. T writes dialogue on the board

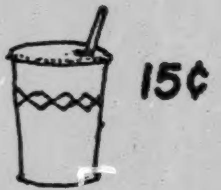
1. T reads - Cl reads silently

2. T reads - Cl reads

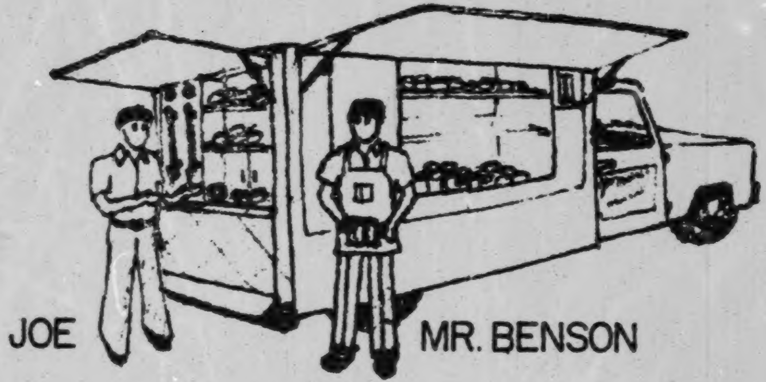
3. Take roles reading:
T - Cl
Gr - Gr
St - St



a doughnut



a soft drink



Joe: What's this?
Mr. Benson: It's a hamburger.
Joe: How much is it?
Mr. Benson: It's 50 cents.

PRACTICE

"It's a hot dog"

Question and Answer Drill

T cues: T / St > asks - Cl / Gr / St > answers

"How much is a hot dog?"

A. Substitution Drill

T cues and models - Cl / Gr / St > responds

T: How much is a hamburger?
a hot dog?
(etc.)

B. Question Drill

T cues: Cl / Gr / St > asks - T answers

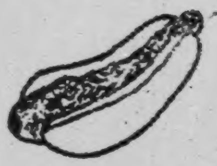
T: (Show picture of a hot dog.)
S: How much is a hot dog?
T: It's 30 cents.

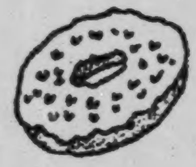
C. Question and Answer Drill

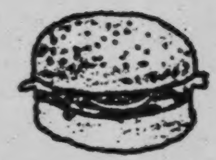
T cues: Gr / St > asks - Gr / St > answers

PRACTICE

"It's a hot dog"





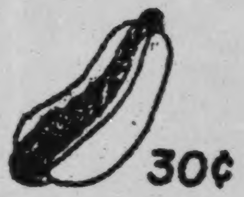


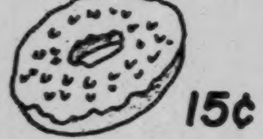
1. S-1: What's this?
S-2: It's a hot dog.

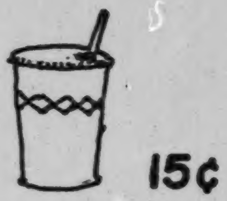
2. S-1: What's this?
S-2: It's a doughnut.

3. S-1: What's this?
S-2: It's a hamburger.

"How much is a hot dog?"







4. S-1: How much is a hot dog?
S-2: It's 30 cents.

5. S-1: How much is a doughnut?
S-2: It's 15 cents.

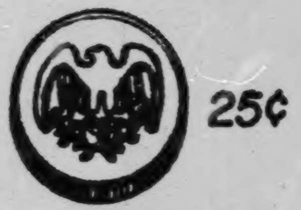
6. S-1: How much is a soft drink?
S-2: It's 15 cents.

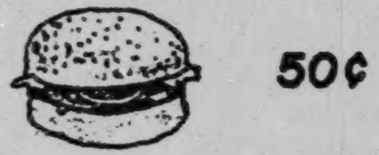
MINI-DIALOGUES

Call on students to cue with pictures and carry on dialogue.

St cues and asks - Cl, Gr, St > answers

MINI-DIALOGUES





1. S-1: What's this?
   S-2: It's a quarter.
   S-1: How much is it?
   S-2: It's 25 cents.

2. S-1: What's this?
   S-2: It's a hamburger.
   S-1: How much is it?
   S-2: It's 50 cents.

- -

READING

A. Have students read the names of coins on page 1 of their leaflets.

B. Have students read the Practice exercises on pages 1, 2, and 3.

C. Have students read the Mini-dialogues on page 3.

D. Have students read the dialogue.

READING

A. Read the names of the coins on page 1.

B. Read the Practice exercises on pages 1, 2, and 3.

C. Read the Mini-dialogues on this page.

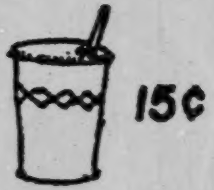
D. Read this dialogue.

Joe: What's that?

Mr. Benson: It's a soft drink.

Joe: How much is it?

Mr. Benson: It's 15 cents.

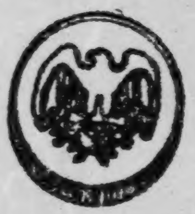


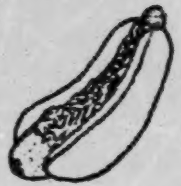
WRITING

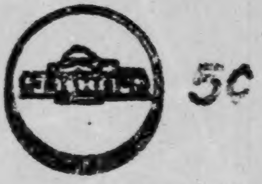
Have students write the answers or the questions.

WRITING

Write the answers or questions.







1. What's this?

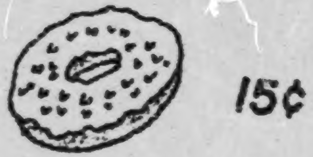
____

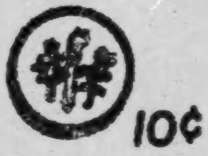
2. What's this?

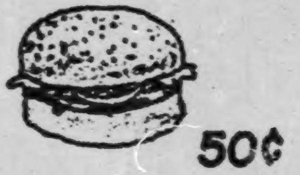
____

3. How much is a nickel?

____







4. How much is a doughnut?

____

5. __________

It's a dime.

____

It's 10 cents.

6. What's this?

____

How much is it?

____

157

SECTION II: WHAT'S THIS/THAT?

[NOTE: Have students put away their leaflet until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

Give students practice in discriminating between the sounds of /ð/ in "they" and /d/ in "day" in both listening and production.

1. T models "they" and "day" - Cl listens
2. T models - Cl repeats
3. Write "they" and "day" on the board and label them 1 and 2. Have the students hold up one finger or two fingers to indicate which of the words you are pronouncing.
4. Using the facial diagram P54 or T20, point out the relative positions of the tongue in producing these sounds.
5. T models the exercise - Cl / Gr / St > repeats

SECTION II: WHAT'S THIS/THAT?

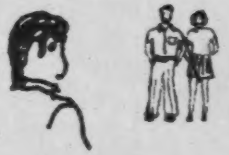
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

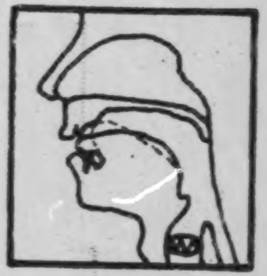
In this section you will:

1. Practice pronunciation.
2. Learn to use "this" and "that."

PRONUNCIATION



/ð/ they



/ð/— /d/ -----

/d/ day

this

What's this?

they

What are they?

a dime

It's a dime.

dentists

They're dentists.

LISTENING COMPREHENSION

Listening

A. T models this/that relationship
- Cl listens

T: (Point to your wristwatch.)
This is a watch.

(Point to the clock on the wall.)
That's a clock.

B. Use other objects in the classroom to demonstrate the this/that relationship.

C. Use drill pictures to demonstrate the this/that relationship (hold up some pictures for "this," and place some away from you and the students for "that").

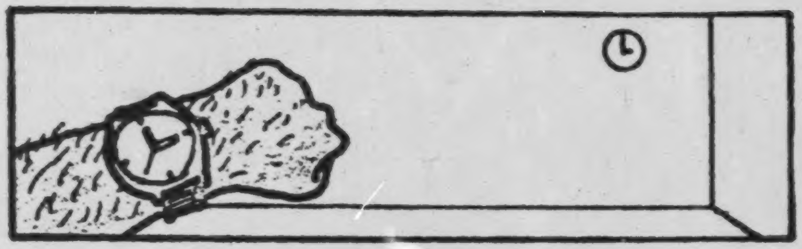
D. Show drill picture P55 (T21) and introduce the new vocabulary items in context of the this/that relationship.

Listening and Identifying

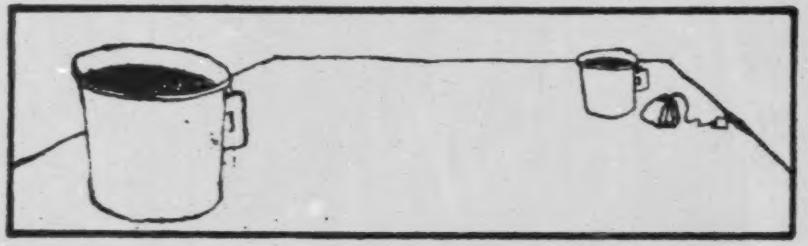
Have students nod and say "yes" for a correct statement and shake heads and say "no" for an incorrect one.

T: (Point to the clock.) This is a clock.	S: No.
T: That's a clock.	S: Yes.

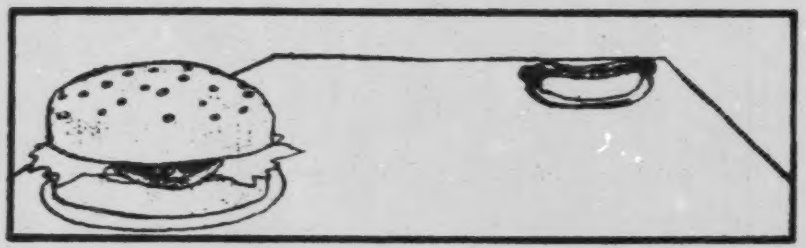
LISTENING COMPREHENSION



This is a watch. That's a clock.



This is a cup of coffee. That's a cup of tea.



This is a hamburger. That's a hot dog.

THE DIALOGUE

A. Reintroduce Joe and Mr. Benson in dialogue picture P55 or T22.

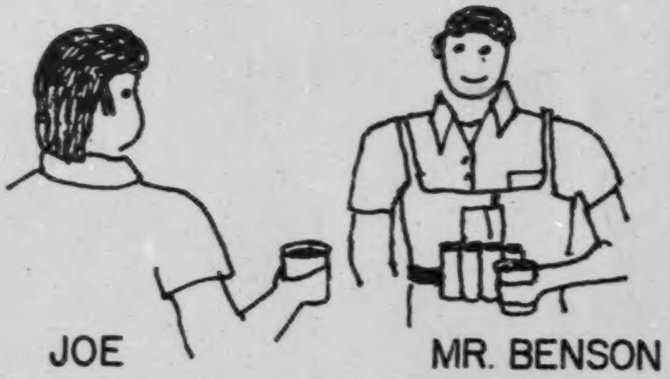
B. Present dialogue

1. T models - Cl listens
2. T models - Cl, Gr, St > repeats
3. Take roles:
   T - Cl
   Gr - Gr
   St - St

C. Show dialogue on board or overhead.

1. T reads - Cl reads silently
2. T reads - Cl, Gr, St > reads
3. Take roles reading

THE DIALOGUE



Joe: Is this a cup of coffee?

Mr. Benson: Yes, it is.

Joe: What's that?

Mr. Benson: It's a cup of tea.

PRACTICE

[NOTE: Use pictures as cues for all drills.]

"It's a cup of coffee"

A. Substitution Drill

T cues - Cl, Gr, St > responds

T: It's a cup of coffee.
a cup of tea.
(etc.)

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What's this?
S: It's a cup of coffee.

T: What's that?
S: It's a cup of tea.

"What's this/that?"

A. Repetition Drill

T models question - Cl
Gr > repeats
St

B. Question and Answer Drill

T cues: T
St > asks - Cl
Gr > answers
St

"Is this a hot dog?"

A. Substitution Drills

1. T cues with objects or pictures close to students - Cl
Gr > responds
St

T: Is this a hot dog?
a cup of coffee?
(etc.)

2. T cues for "that" items - Cl
Gr > responds
St

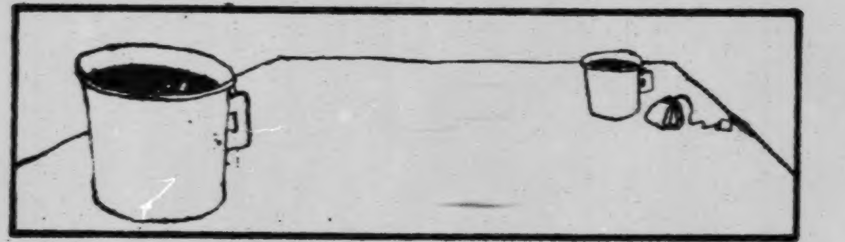
T: Is that a cup of tea?
hot dog? (etc.)

B. Question Drill

1. Student asks for "yes" answers - T answers

S: Is this a watch?
T: Yes, it is.

"What's this/that?"



1. S-1: What's this?
S-2: It's a cup of coffee.

2. S-1: What's that?
S-2: It's a cup of tea.

"Is this a hot dog?"

2. Student asks for "no" answers - T answers
S: (Point to the clock.)
Is that a watch?

C. Question and Answer Drill

T cues: T ╲ St ⟶ asks - Cl / Gr / St ⟩ answers

MINI-DIALOGUES

Cue with pictures and set pattern for dialogues.

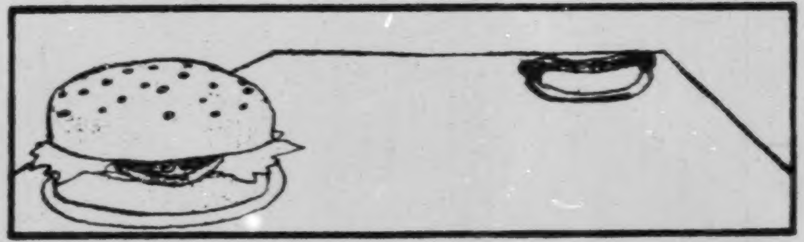
T cues: St asks - St answers

READING

A. Have students read the Practice exercises on pages 6 and 7.

B. Have students read the Mini-dialogues on page 7.

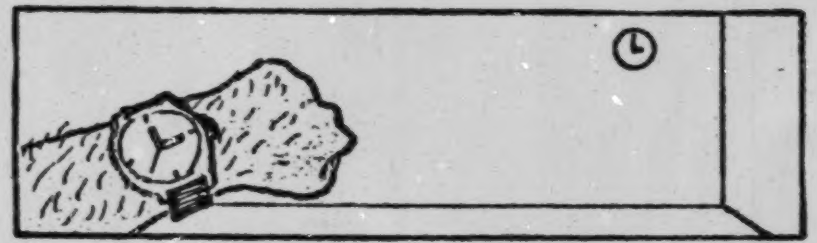
C. Have the students read the story.



3. S-1: Is this a hot dog?
S-2: No, it isn't.

4. S-1: Is that a hot dog?
S-2: Yes, it is.

MINI-DIALOGUES



1. S-1: Is this a clock?
S-2: No, it isn't.
S-1: What is it?
S-2: It's a watch.

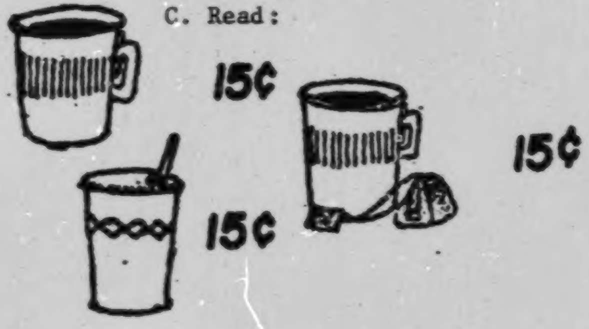
2. S-1: Is that a watch?
S-2: No, it isn't.
S-1: What is it?
S-2: It's a clock.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on this page.

C. Read:



A cup of coffee is 15 cents and a cup of tea is 15 cents. A soft drink is 15 cents, too.

WRITING

A. Have students write the answers to the questions about the Reading picture.

B. Have students write the missing questions or answers.

WRITING

A. Write the answers to the questions about the Reading picture on page 7.

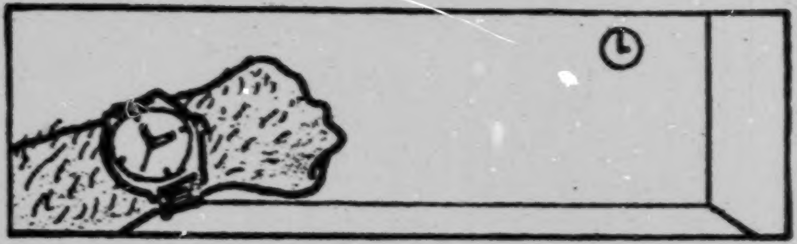
1. How much is a cup of coffee? ____________________

2. Is a cup of tea 20 cents? ____________________

3. How much is it? ____________________

4. How much is a soft drink? ____________________

B. Write the questions or answers.

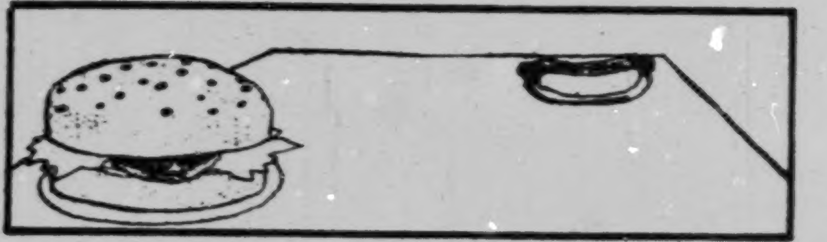


1. ____________________

It's a watch.

2. What's that?

____



3. Is this a hot dog?

____

4. ____________________

Yes, it is.

Los Angeles Unified School District
Asian Project - ABE
AP-200682

LESSON SIX - STUDENT LEAFLET
SECTION I: How Much Is It?
SECTION II: What's This/That?

LESSON SIX

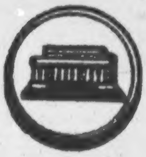
SECTION I: HOW MUCH IS IT?

OBJECTIVES

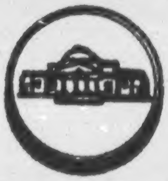
In this section you will learn:

1. The names of U. S. coins and some food items.
2. To ask and/or give the cost of these items.

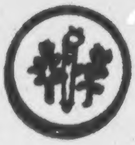
LISTENING COMPREHENSION



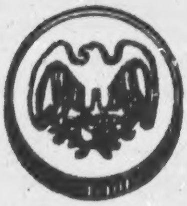
a penny



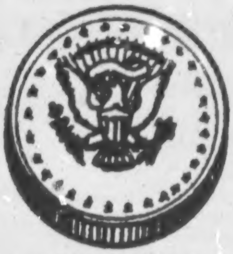
a nickel



a dime



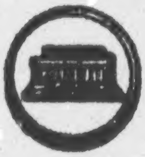
a quarter

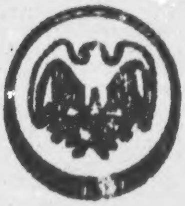


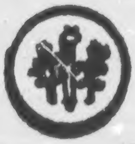
a half-dollar

PRACTICE

"What's this?"







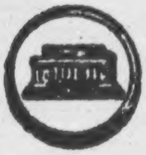
1. S-1: What's this?
S-2: It's a penny.

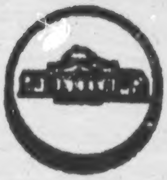
2. S-1: What's this?
S-2: It's a quarter.

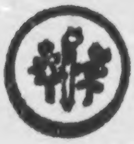
3. S-1: What's this?
S-2: It's a dime.

[TEACHER: Follow Lesson Guide for the most effective use of this material.]

"How much is a penny?"



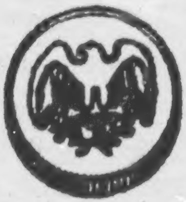


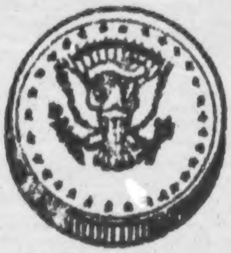


4. S-1: How much is a penny?
   S-2: It's 1 cent.

5. S-1: How much is a nickel?
   S-2: It's 5 cents.

6. S-1: How much is a dime?
   S-2: It's 10 cents.

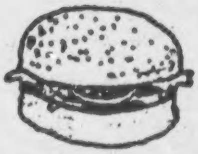




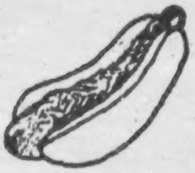
7. S-1: How much is a quarter?
   S-2: It's 25 cents.

8. S-1: How much is a half dollar?
   S-2: It's 50 cents.

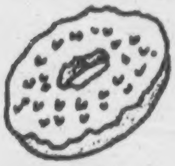
THE DIALOGUE



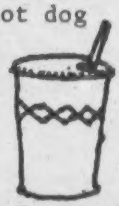
a hamburger



a hot dog



a doughnut



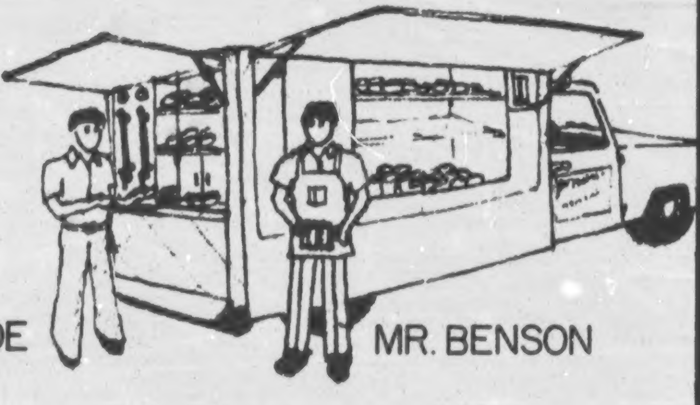
a soft drink

Joe: What's this?

Mr. Benson: It's a hamburger.

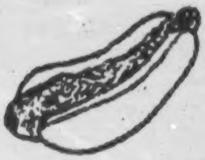
Joe: How much is it?

Mr. Benson: It's 50 cents.

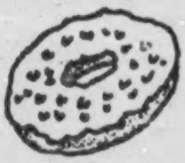


PRACTICE

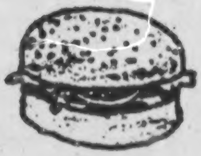
"It's a hot dog"



1. S-1: What's this?
S-2: It's a hot dog.

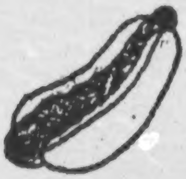


2. S-1: What's this?
S-2: It's a doughnut.

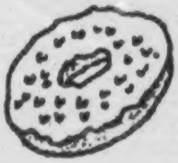


3. S-1: What's this?
S-2: It's a hamburger.

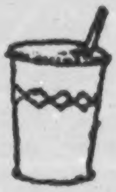
"How much is a hot dog?"



4. S-1: How much is a hot dog?
S-2: It's 30 cents.

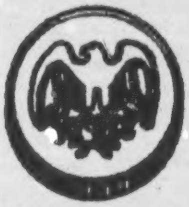


5. S-1: How much is a doughnut?
S-2: It's 15 cents.

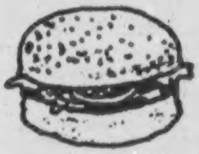


6. S-1: How much is a soft drink?
S-2: It's 15 cents.

MINI-DIALOGUES



1. S-1: What's this?
S-2: It's a quarter.
S-1: How much is it?
S-2: It's 25 cents.



2. S-1: What's this?
S-2: It's a hamburger.
S-1: How much is it?
S-2: It's 50 cents.

READING

A. Read the names of the coins on page 1.

B. Read the Practice exercises on pages 1, 2, and 3.

C. Read the Mini-dialogues on this page.

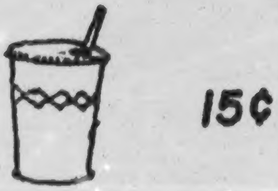
D. Read this dialogue:

Joe: What's that?

Mr. Benson: It's a soft drink.

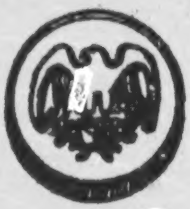
Joe: How much is it?

Mr. Benson: It's 15 cents.



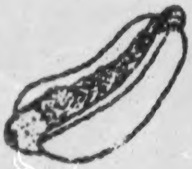
WRITING

Write the answers or questions.



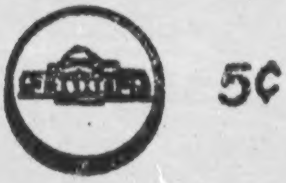
1. What's this?

______



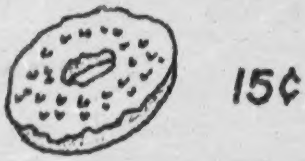
2. What's this?

______



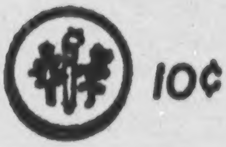
3. How much is a nickel?

______



4. How much is a doughnut?

______



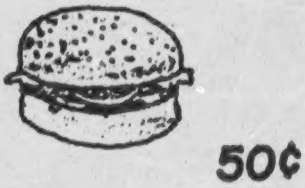
5.

______

It's a dime.

______

It's 10 cents.



6. What's this?

______

How much is it?

______

SECTION II: WHAT'S THIS/THAT?

[NOTE: Put away your leaflet until time for Reading.]

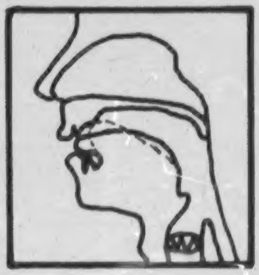
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to use "this" and "that."

PRONUNCIATION

/ð/ they



/ð/ —— /d/ -----

/d/ day

this

What's this?

they

What are they?

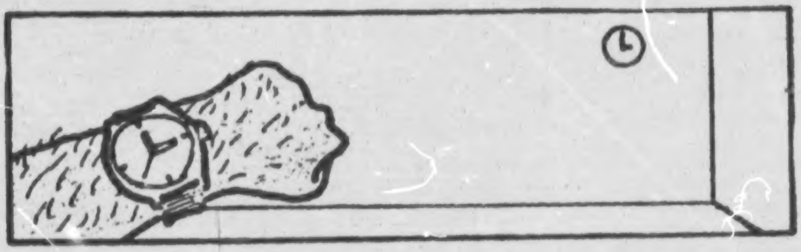
a dime

It's a dime.

dentists

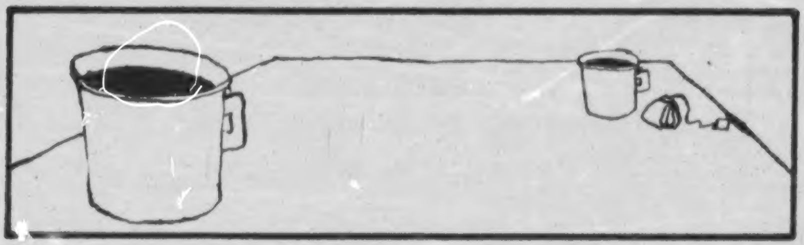
They're dentists.

LISTENING COMPREHENSION

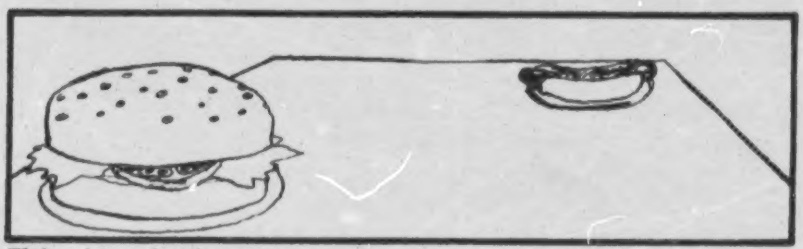


This is a watch.

That's a clock.



This is a cup of coffee. That's a cup of tea.



This is a hamburger. That's a hot dog.

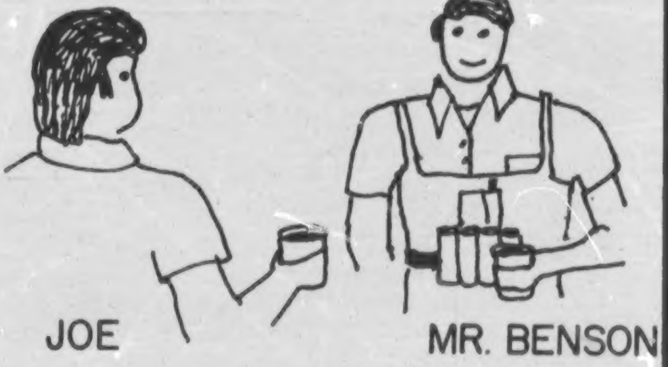
THE DIALOGUE

Joe: Is this a cup of coffee?

Mr. Benson: Yes, it is.

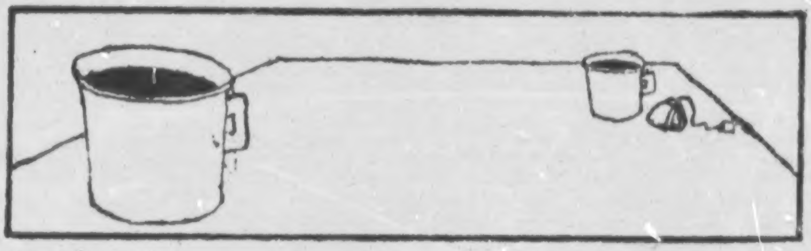
Joe: What's that?

Mr. Benson: It's a cup of tea.



PRACTICE

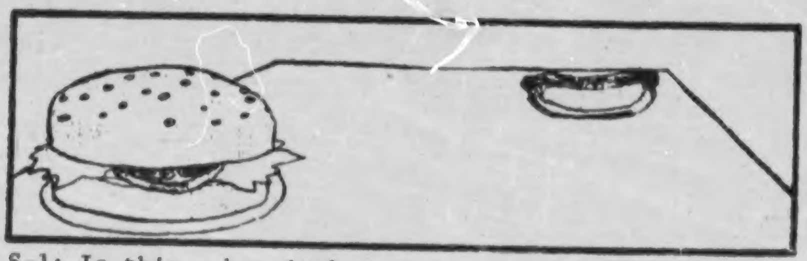
"What's this/that?"



1. S-1: What's this?
   S-2: It's a cup of coffee.

2. S-1: What's that?
   S-2: It's a cup of tea.

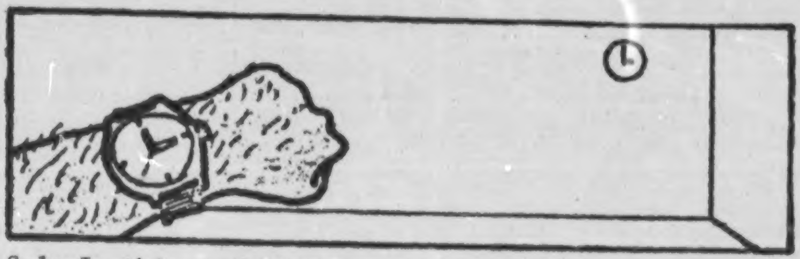
"Is this a hot dog?"



3. S-1: Is this a hot dog?
   S-2: No, it isn't.

4. S-1: Is that a hot dog?
   S-2: Yes, it is.

MINI-DIALOGUES



1. S-1: Is this a clock?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's a watch.

2. S-1: Is that a watch?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's a clock.

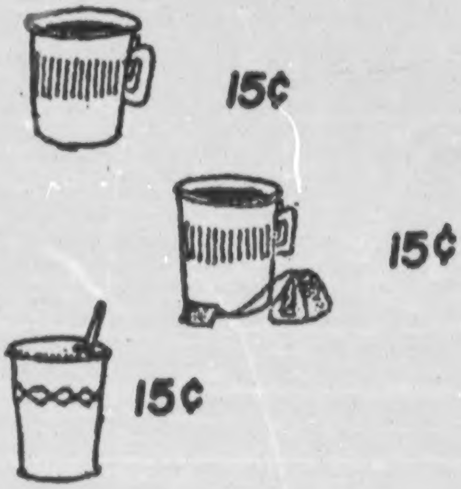
READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on this page.

C. Read:

A cup of coffee is 15 cents and a cup of tea is 15 cents. A soft drink is 15 cents, too.



WRITING

A. Write the answers to these questions about the Reading picture on page 7.

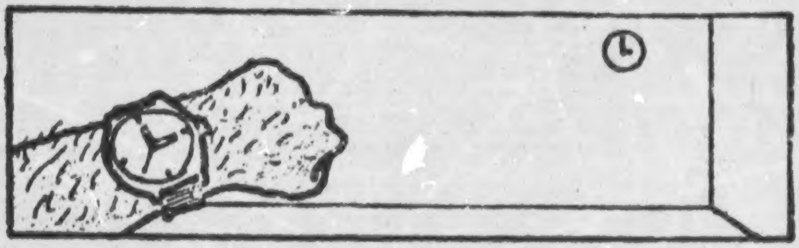
1. How much is a cup of coffee? ____________________

2. Is a cup of tea 20 cents? ____________________

3. How much is it? ____________________

4. How much is a soft drink? ____________________

B. Write the questions or answers.

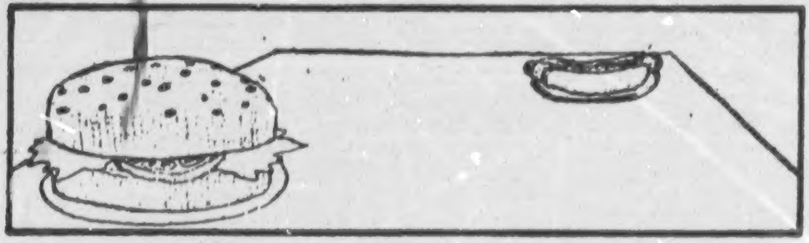


1. ____________________

It's a watch.

2. What's that?

____



3. Is this a hot dog?

____

4. ____________________

Yes, it is.

BEST COPY AVAILABLE

LESSON SIX: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for stress, intonation, and the /d/- /ð/ contrast.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50 %	50-74 %	75-89 %	90-100 %

Have students repeat:

GROUP	1				2				3				4				5			
1. This is a doughnut.																				
2. That's a hot dog.																				
3. Is that a half-dollar?																				
4. How much is a cup of tea?																				

II. QUESTION AND ANSWER

Directions: Cue with coins or pictures and elicit answers/questions from individual students. Circle no. of students asked and no. performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Is this a nickel? (Yes, it is/No, it isn't)	1 2 3 4 5	1 2 3 4 5
2. How much is a doughnut? (It's 15 cents)	1 2 3 4 5	1 2 3 4 5
3. What's this? (It's a watch)	1 2 3 4 5	1 2 3 4 5
4. What's that? (It's a clock)	1 2 3 4 5	1 2 3 4 5
5. Have S ask value of a coin using "How much".	1 2 3 4 5	1 2 3 4 5
6. Have S ask price of an item using "How much".	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out Student Evaluation Form at this time. Read the following sentences and have the class circle the answer on their sheets.

1. It's a nickel.
2. It's a hot dog.
3. It's a quarter.
4. It's a soft drink.
5. It's 50 cents.
6. It's 15 cents.
7. Is this a cup of coffee?
8. Is that a cup of tea?

IV. READING
V. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON SIX: STUDENT EVALUATION FORM

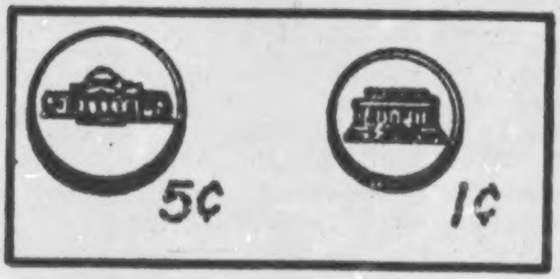
I. and II. Oral Exercises

- -

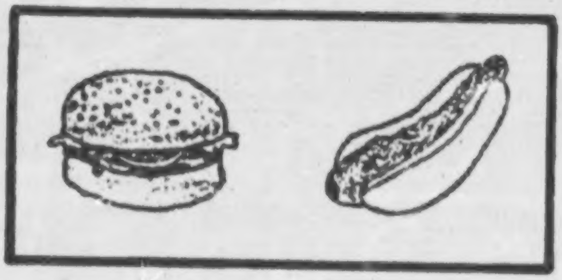
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

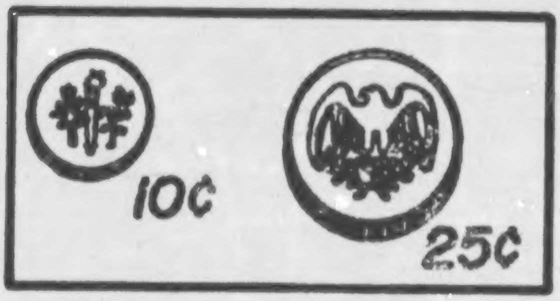
1.



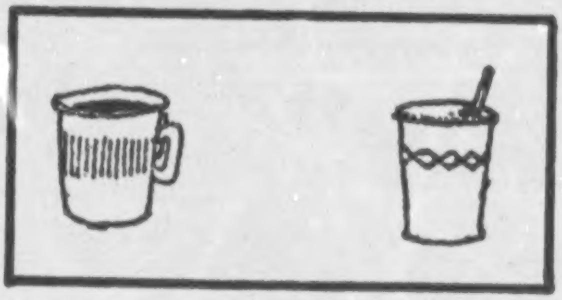
2.



3.



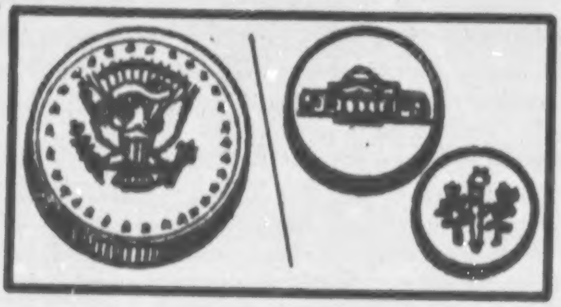
4.

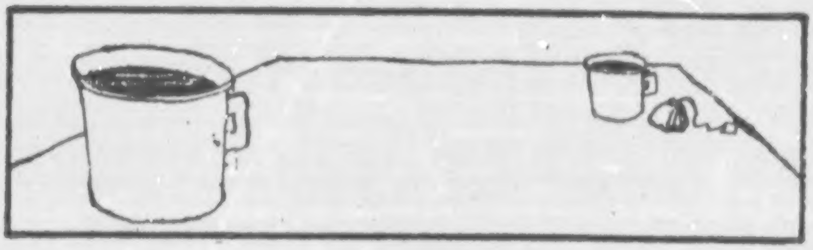


5.

15¢ 50¢

6.





7. Yes.

No.

8. Yes.

No.

IV. READING

Directions: Circle the answer.

1. What's __________?

much
the
this

2. It's __________ quarter.

a
is
isn't

3. How __________ is a quarter?

much
this
what

4. A dime is _________ cents.

10
25
35

V. WRITING

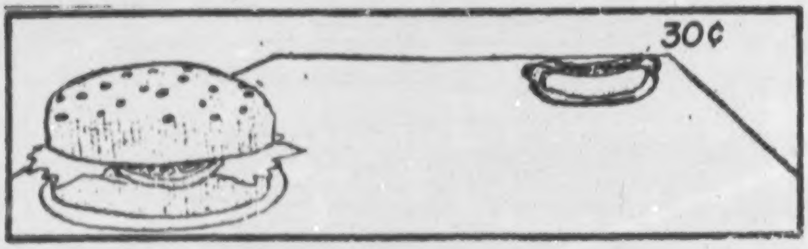
Directions: Write one word on each line.

WORDS

this
that
much

cent
cents

What's
Is
isn't



1. What's __________? It's a hot dog.

2. How much is it? It's 30 __________.

3. __________ this a hot dog?

4. No, it __________. It's a hamburger.

LESSON SIX	第六課
SECTION I: HOW MUCH IS IT?	第一節：多少錢？
OBJECTIVES	學習目標
In this section you will learn:	在這一節裡，你們要學習：
1. The names of U.S. coins and some food items.	一.美國的銀幣和一些食物名稱。
2. To ask and/or give the cost of these items.	二.問或說這些食品的價格。

THE DIALOGUE	對話
Joe: What's this?	這是什麼？
Mr. Benson: It's a hamburger.	是牛肉餅麵包。
Joe: How much is it?	多少錢？
Mr. Benson: It's 50 cents.	五毛錢。

SECTION II: WHAT'S THIS/THAT?	第二節：這/那是什麼？
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一.練習發音。
2. Learn to use "this and "that."	二.學習"這"和"那"的用法

THE DIALOGUE

對話

Joe:	Is this a cup of coffee?	這是一杯咖啡嗎？
Mr. Benson:	Yes, it is.	是的。
Joe:	What's that?	那是什麼？
Mr. Benson:	It's a cup of tea.	那是一杯茶。

NOTES

1. The denominations of American coins are:
   - a penny (one cent),
   - a nickel (5 cents),
   - a dime (10 cents),
   - a quarter (25 cents),
   - and a dollar.
2. In English, when WHAT, WHO, HOW MUCH or other question-word is used to form a question, it always begins the sentence.

應注意事項

一、美國幣制的單位是一分、五分、一毛、二毛五、半塊和一塊等；沒有二毛錢。

一元以下直接用"分"的單位。例如：a nickel 是五分錢。a dime 是"十分錢"、a quarter 是"二十五分錢"等。

二、英文疑問句裡的疑問詞，如：who, what, how much 等一定都在句首。

Los Angeles Unified School District
Asian Project - ABE
AP-210743

LESSON SEVEN - LESSON GUIDE
SECTION I: It's an Apple
SECTION II: What Are These/Those?

LESSON SEVEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the lesson fruit and vegetable items.
2. Differentiate between the articles "a" and "an" when used with lesson items.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Ask "who" questions and "yes-no" questions with "these" and "those" to elicit above information.
3. Differentiate between the use of "a" and "an" with lesson items.
4. Purchase produce items in a market.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	What are these/those?	They're onions.
	How much are the lemons?	They're 10 cents each.
	It's an apple.	
Review:	Is this/that/it an orange?	Yes, it is/No, it isn't.
	Are these/those/they apples?	Yes, they are/No, they aren't.

Fixed Expression: Give me two, please.

INSTRUCTIONAL AIDS

Drill Pictures:

P57 - an apple
P58 - an orange
P59 - an onion
P60 - a lemon
P61 - a pepper (green)
P62 - a grapefruit
P63 - Dialogue (It's a lemon)
P64 - lemons

P65 - apples
P66 - oranges
P67 - onions
P68 - peppers (green)
P69 - a cabbage and cabbages
P70 - a carrot and carrots
P71 - Dialogue (Are these carrots?)

Transparency Masters:

T23 - an apple, an orange, and an onion (brown)
a lemon, a grapefruit, and a pepper (green)
T24 - this/that: a lemon and an orange, an apple and a grapefruit,
an onion (brown) and a pepper (green)
T25 - Dialogue (It's a lemon)
T26 - Plurals: lemons, oranges, apples
onions, peppers, carrots, and cabbages
T27 - Dialogue (Are these carrots?)

Student handouts:

Lesson leaflet
Student Evaluation Form

Lesson Guide:

Evaluation Form

STRUCTURAL NOTES

1. There is no indefinite article in the four Asian languages. The use of "a/an" in English is therefore likely to cause difficulty for these Asians, who will also need practice in pronouncing these words in their unstressed form.

2. Chinese, Japanese, and Korean nouns do not inflect in number. The plural noun form therefore will be new to these students.

3. The demonstratives in the four Asian languages do not inflect in number. The distinctions between "this" vs. "these" and "that" vs. "those" are hence also new to the Asian students. The contrast between "this" and "these" is further complicated by the pronunciation of these two words.

SECTION I: IT'S AN APPLE

[NOTE: Do not distribute the student leaflets until time for Reading.]

REVIEW AND WARM-UP

A. Teacher cues with realia and pictures from previous lessons.

T cues - T
St ⟶ asks - Cl / Gr / St ⟩ answers

B. Suggested items for review:

1. What's this/that?	It's a hot dog.
2. Yes-no questions: Is that a hot dog?	Yes, it is/No, it isn't.
3. How much is a hamburger?	It's 50 cents.

PRESENTING THE OBJECTIVES

Give students a brief explanation of what they will learn in this lesson.

LISTENING COMPREHENSION

Listening and Identifying

Show pictures P57-62 (T23)

T models - Cl listens

T: It's an apple.
It's a lemon.
(etc.)

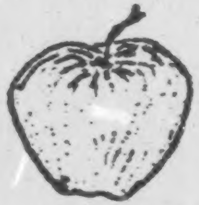
SECTION I: IT'S AN APPLE

OBJECTIVES

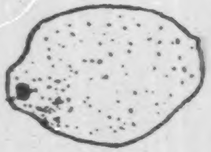
In this section you will learn:

1. The names of some fruit and vegetables.
2. To use "a" and "an" with lesson items.

LISTENING COMPREHENSION



an apple



a lemon

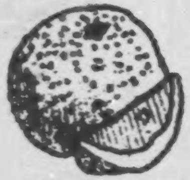
[NOTE: Make the class aware of the "a/an" distinction as you model the sentences. If the class is receptive, you may want to demonstrate and explain briefly the difference in usage.]

Listening and Repeating

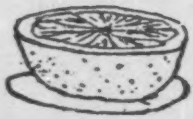
T shows pictures and models - Cl / Gr / St > repeats

T: It's an apple.

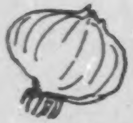
[NOTE: Point out the blending of the words:
Itsa-napple.]



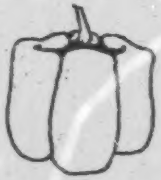
an orange



a grapefruit



an onion



a pepper

THE DIALOGUE

A. Show dialogue picture P63 (T25) and introduce Mrs. Kim at Mr. Lee's market.

B. Present dialogue

1. T models - Cl listens

2. T models - Cl / Gr / St > repeats

3. Take roles:
T - Cl
Gr - Gr
St - St

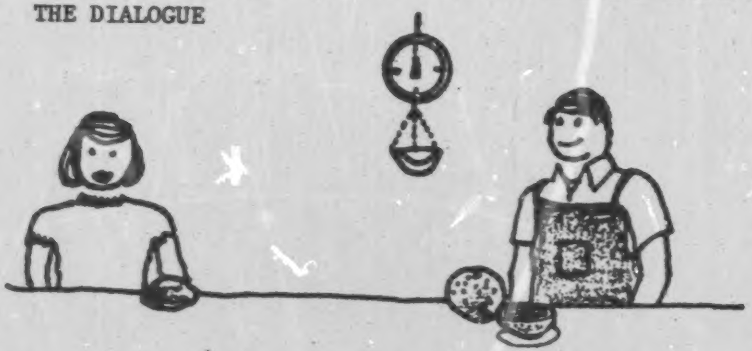
C. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl / Gr > reads

3. Take roles reading.

THE DIALOGUE



Mrs. Kim: Is this an orange?
Mr. Lee: No, it isn't. It's a lemon.
Mrs. Kim: What's that?
Mr. Lee: It's a grapefruit.

PRACTICE

[IMPORTANT NOTE: Place some pictures and/or realia near you and some away from you for the following "this/that" drills. (Or use T24.)]

"It's a lemon"

A. Repetition Drill

Indicate items near you for "this" and those away from you for "that."

T models - Cl, Gr, St > repeats

T: What's this? It's a lemon. What's that? It's an orange.

B. Answer Drill

T cues and asks - Cl, Gr, St > answers

T: What's this?
S: It's a lemon.

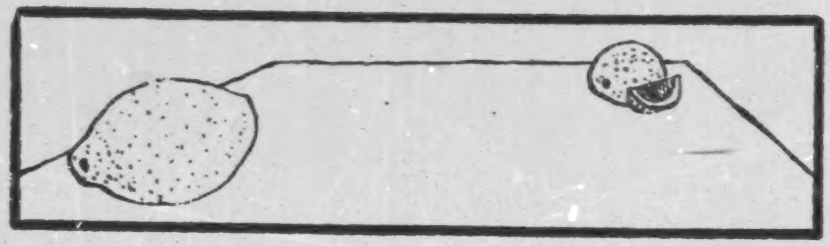
T: What's that?
S: It's an orange.

C. Question and Answer Drill

T cues: Gr, St > asks - Gr, St > answers

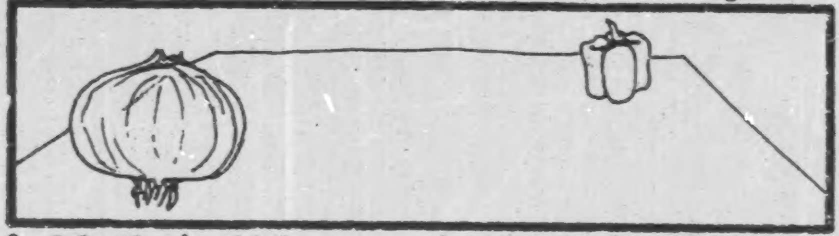
PRACTICE

"It's a lemon"



1. S-1: What's this?
S-2: It's a lemon.

2. S-1: What's that?
S-2: It's an orange.



3. S-1: What's this?
S-2: It's an onion.

4. S-1: What's that?
S-2: It's a pepper.

"Yes, it is"

A. Answer Drill

T cues to elicit "yes" answers and asks

Cl
- Gr > answers
St

T: (Hold up the apple picture.)
Is this an apple?
S: Yes, it is.

T: (Point to the grapefruit picture.)
Is that a grapefruit?
S: Yes, it is.

B. Substitution Drill

T cues - Cl
Gr > responds
St

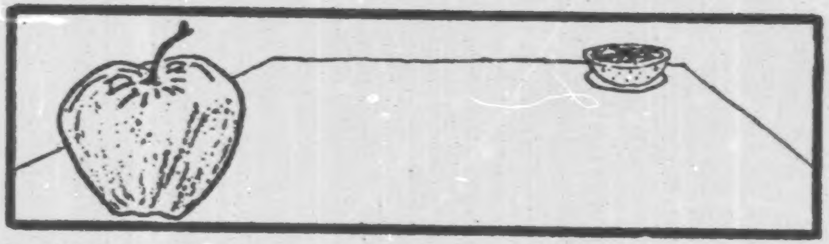
T: Is this an apple?
a lemon?
(etc.)

T: Is that a grapefruit?
an orange?
(etc.)

C. Question and Answer Drill

T cues: St asks - Gr
St > answers

"Yes, it is"



5. S-1: Is this an apple?
S-2: Yes, it is.

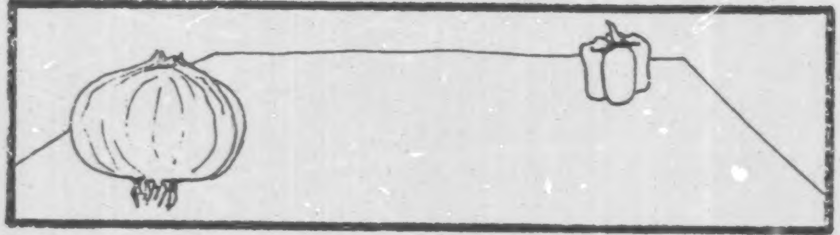
6. S-1: Is that a grapefruit?
S-2: Yes, it is.

D. Question and Answer Drill

T cues to elicit "no" answers:

St asks - Cl
Gr > answers
St

"No, it isn't"



7. S-1: Is this an orange?
S-2: No, it isn't.

8. S-1: Is that an apple?
S-2: No, it isn't.

- -

CONTROLLED CONVERSATION

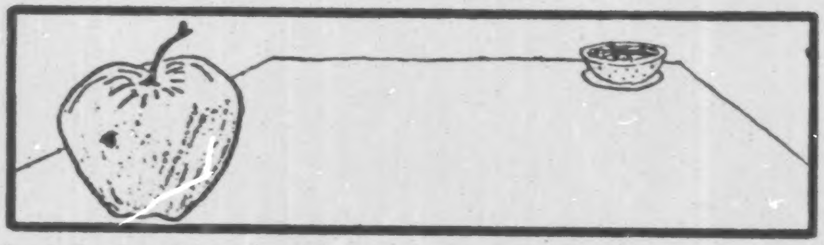
"Yes, it is/No, it isn't"

T cues for both "yes" and "no" answers:

St asks - Gr
St > answers

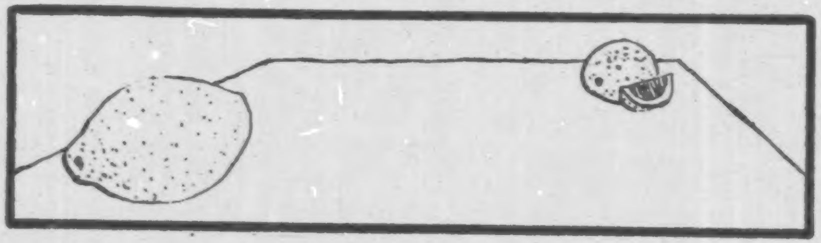
CONTROLLED CONVERSATION

"Yes, it is/No, it isn't"



1. S-1: Is this an apple?
S-2: Yes, it is.

2. S-1: Is that an orange?
S-2: No, it isn't.



3. S-1: Is this an onion?
S-2: No, it isn't.

4. S-1: Is that a grapefruit?
S-2: No, it isn't.

MINI-DIALOGUES

Cue with pictures and set the pattern for conversation drill.

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the exercises as noted in the student leaflet.

B. Have students read the story, then answer comprehension questions about it.

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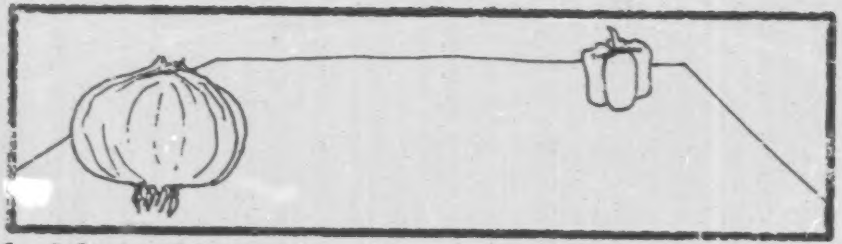
MINI-DIALOGUES



1. S-1: Is this an orange?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's an onion.

2. S-1: Is that a lemon?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's a pepper.

READING

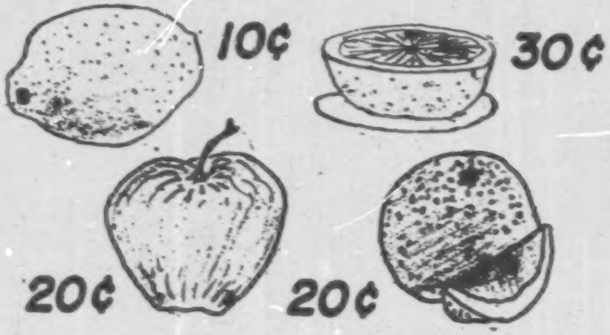
A. Read the names of the fruit and vegetables on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read the Mini-dialogues on page 4.

E. Read:



A lemon is 10 cents.
A grapefruit is 30 cents.
An apple is 20 cents and
an orange is 20 cents.

WRITING

A. Have students write the answers to the questions about the story in Reading.

B. Have students write the appropriate questions or answers.

WRITING

A. Write the answers to these questions about the story in Reading:

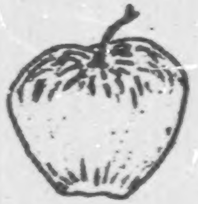
1. How much is a lemon? ____________________

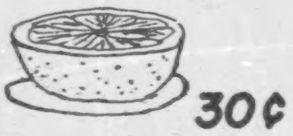
2. How much is an apple? ____________________

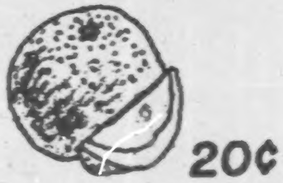
3 How much is a grapefruit and how much is an orange?

____

B. Write the question or answer.







1. Is this a grapefruit? 2. What's this? 3. ____________

____________ ____________ Yes, it is.

What is it? How much is it? ____________

____________ ____________ It's 20 cents.

- -

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Give students a brief explanation of what they will learn in this section.

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of new food items.
3. Learn to use "these" and "those" with plural words.

PRONUNCIATION

This is an exercise in the blending of words.

Have the students concentrate on joining the words as they pronounce these sentences.

Examples:	This is a watch.	Thi-sisa-watch.
	That's an apple.	Thatsa-napple.

LISTENING COMPREHENSION

Listening and Identifying

A. Show drill pictures P57 and P60 (T23) and P64-70 (T26).

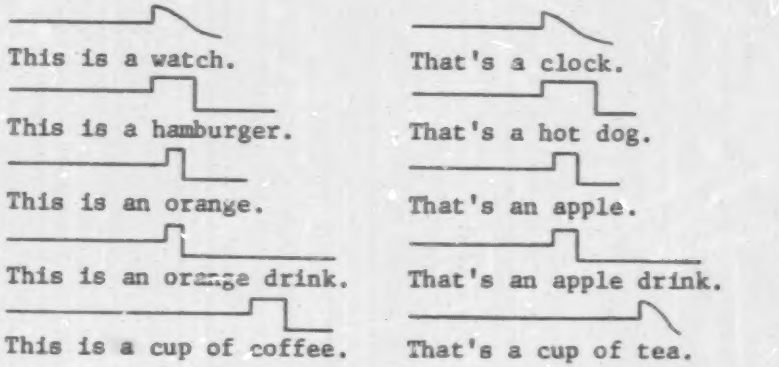
T models - Cl listens

T: (Show pictures of a lemon and lemons.)
This is a lemon.
These are lemons.

(Show pictures of an apple and apples.)
This is an apple.
These are apples.

PRONUNCIATION

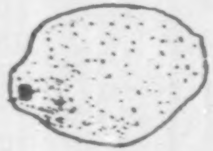
Pronounce these sentences. Remember to join the words.



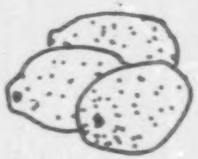
This is a watch.
This is a hamburger.
This is an orange.
This is an orange drink.
This is a cup of coffee.

That's a clock.
That's a hot dog.
That's an apple.
That's an apple drink.
That's a cup of tea.

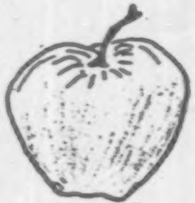
LISTENING COMPREHENSION



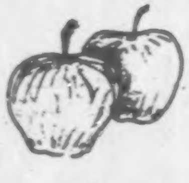
a lemon



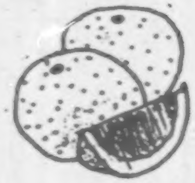
lemons



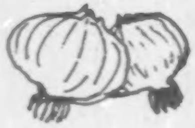
an apple



apples



oranges



onions

THE DIALOGUE

A. Show dialogue picture P71 (T27).

B. Present dialogue

1. T models - Cl listens

2. T models - Cl / Gr / St > repeats

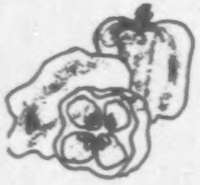
3. Take roles:
T - Cl
Gr - Gr
St - St

C. Show the dialogue on the board or overhead.

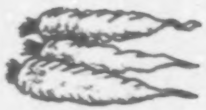
1. T reads - Cl reads silently

2. T reads - Cl / Gr > reads

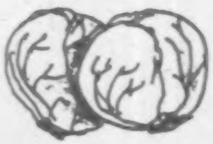
3. Take roles:
T - Cl
Gr - Gr
St - St



peppers

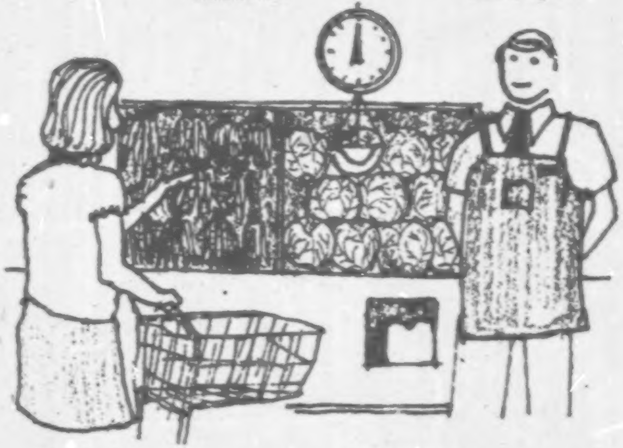


carrots



cabbages

THE DIALOGUE



Mrs. Kim: Are these carrots?

Mr. Lee: Yes, they are.

Mrs. Kim: What are those?

Mr. Lee: They're cabbages.

Mrs. Kim: Give me one, please.

PRACTICE

[NOTE: Place "those" items on board or wall, away from both you and the class.]

"These are lemons"

A. Listening Drill

1. T indicates single items for this/that contrast review - Cl listens

T: This is a lemon and that's an orange.

2. T holds up or points to plural items for these/those contrast and models - Cl listens

T: These are lemons and those are oranges.

B. Repetition Drill

T cues and models - Cl
Gr > repeats
St

T: These are lemons and those are oranges.

"What are these/those?"

A. Repetition Drill

T models question - Cl
Gr > repeats
St

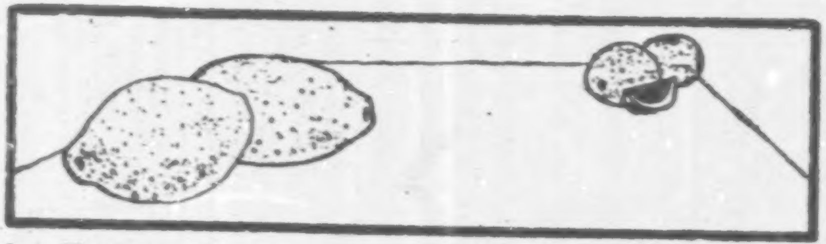
B. Question Drill

T cues: Cl
Gr > asks - T answers
St

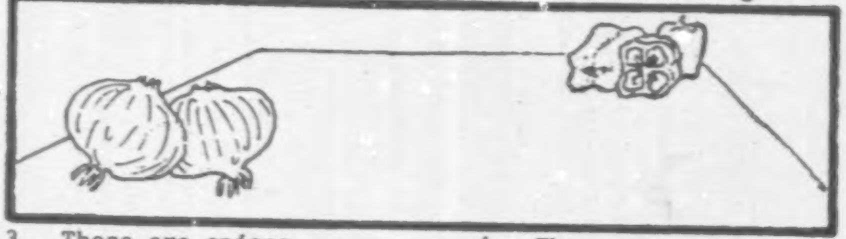
S: What are these?
T: They're carrots.

PRACTICE

"These are lemons"



1. These are lemons.
2. Those are oranges.



3. These are onions.
4. Those are peppers.

"What are these/those?"

C. Question and Answer Drill

Cl
Gr > asks - Gr > answers
St St

"Are these onions?"

A. Substitution Drills

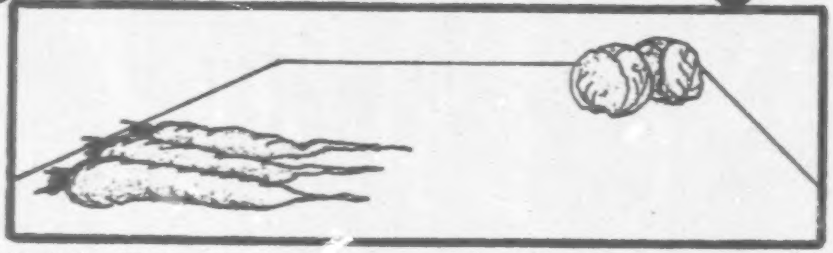
1. Usè picture cues and objects close to the students.

T cues - Cl
Gr > responds
St

T: Are these onions?
lemons?
(etc.)

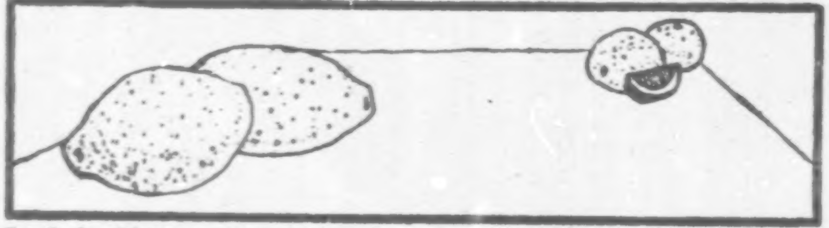
2. Use picture cues and objects away from the students.

T: Are those oranges?
peppers?
(etc.)



5. S-1: What are these?
S-2: They're carrots.

6. S-1: What are those?
S-2: They're cabbages.



7. S-1: What are these?
S-2: They're lemons.

8. S-1: What are those?
S-2: They're oranges.

"Are these onions?"

B. Question Drill

1. Have students elicit "yes" answers

S asks - T answers

S: (Indicates objects close to or far from him.) Are these lemons?

T: Yes, they are.

2. Have students elicit "no" answers

S asks - T answers

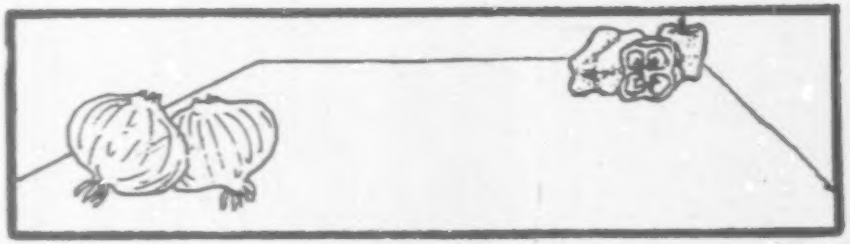
S: (Points to a picture placed away from him.) Are those onions?

T: No, they aren't.

C. Question and Answer Drill

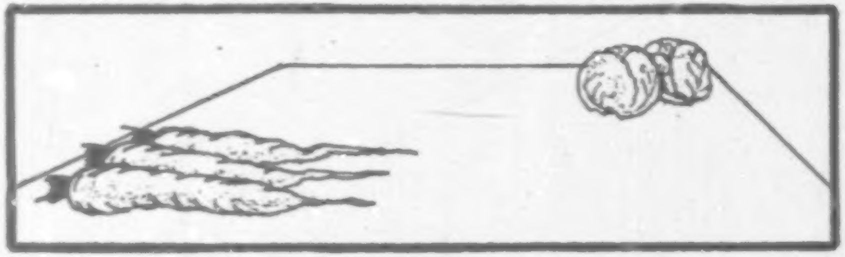
T cues with objects and pictures:

$\begin{matrix} T \searrow & & & \\ St \rightarrow \text{asks} & - & Gr \searrow & \\ & & St \rightarrow & \text{answers} \end{matrix}$



9. S-1: Are these onions?
S-2: Yes, they are.

10. S-1: Are those peppers?
S-2: Yes, they are.



11. S-1: Are these peppers?
S-2: No, they aren't.

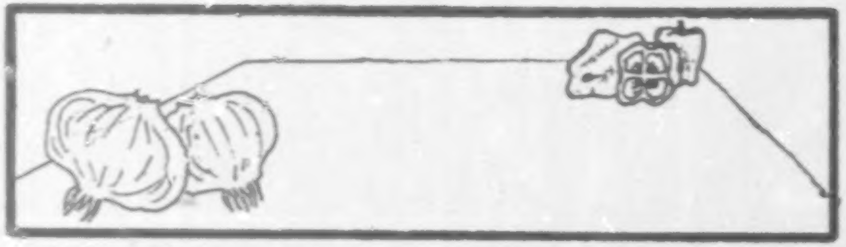
12. S-1: Are those cabbages?
S-2: Yes, they are.

MINI-DIALOGUES

Cue with drill pictures or with objects, and set pattern for the dialogue.

Continue to cue if necessary.

MINI-DIALOGUES



1. S-1: Are these apples?
   S-2: No, they aren't.
   S-1: What are they?
   S-2: They're onions.

2. S-1: Are those carrots?
   S-2: No, they aren't.
   S-1: What are they?
   S-2: They're peppers.

READING

A. Have the students read the sentences in the Pronunciation exercise, paying special attention to the blending of words.

B. Have the students read the Practice exercises on pages 6 and 7.

C. Have the students read the Mini-dialogues on page 8.

D. Have the students read the dialogue.

1. T reads - Cl reads silently
2. T reads - Cl
   Gr > reads
   St
3. Take roles reading: T - Cl
   Gr - Gr
   St - St

[NOTE: Explain to the students that "each" indicates a single item.]

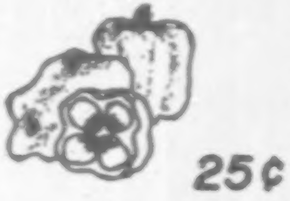
READING

A. Read the sentences in the Pronunciation exercise on page 5.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on page 8.

D. Read:



Mrs. Kim: How much are the peppers?
Mr. Lee: They're 25 cents each.
Mrs. Kim: Give me one, please.
Mr. Lee: All right.
Mrs. Kim: Thank you.
Mr. Lee: You're welcome.

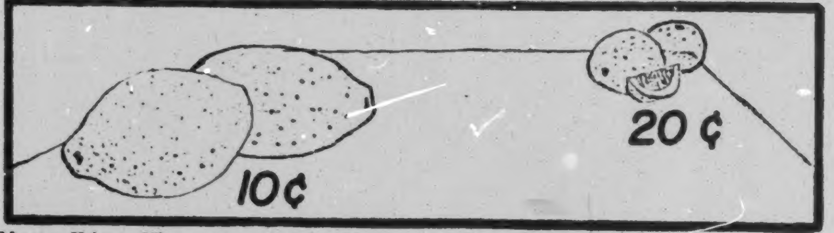
WRITING

A. Have the students write Mr. Lee's answers to Mrs. Kim's questions.

B. Have the students write Mrs. Kim's questions about the picture.

WRITING

A. Write Mr. Lee's answers to Mrs. Kim's questions.



1. Mrs. Kim: What are these?
Mr. Lee: ______________
Mrs. Kim: How much are they?
Mr. Lee: ______________

2. Mrs. Kim: What are those?
Mr. Lee: ______________
Mrs. Kim: How much are they?
Mr. Lee: ______________

B. Write Mrs. Kim's questions about the pictures.

1. Mrs. Kim: __________ these?
Mr. Lee: They're peppers.
Mrs. Kim: ______________
Mr. Lee: They're 25 cents each.

2. Mrs. Kim: __________ those?
Mr. Lee: They're cabbages.
Mrs. Kim: ______________
Mr. Lee: They're 50 cents each.

Los Angeles Unified School District
Asian Project - ABE
Ap-200743

LESSON SEVEN - STUDENT LEAFLET
SECTION I: It's an Apple
SECTION II: What Are These/Those?

LESSON SEVEN

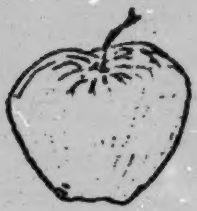
SECTION I: IT'S AN APPLE

OBJECTIVES

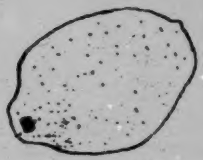
In this section you will learn:

1. The names of some fruit and vegetables.
2. To use "a" and "an" with lesson items.

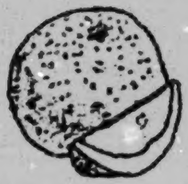
LISTENING COMPREHENSION



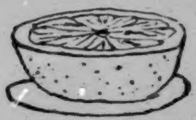
an apple



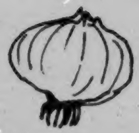
a lemon



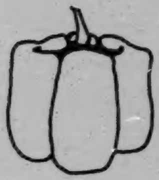
an orange



a grapefruit



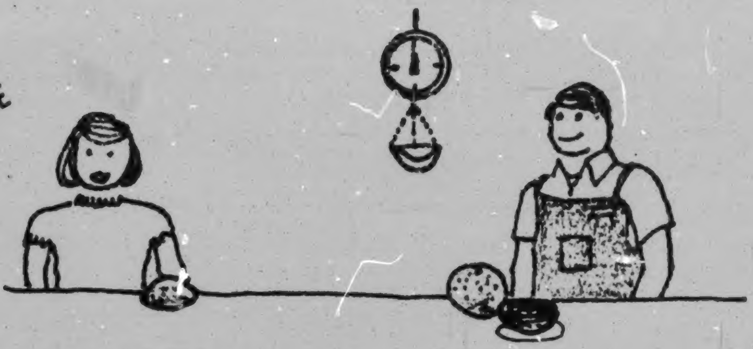
an onion



a pepper

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mrs. Kim: Is this an orange?

Mr. Lee: No, it isn't. It's a lemon.

Mrs. Kim: What's that?

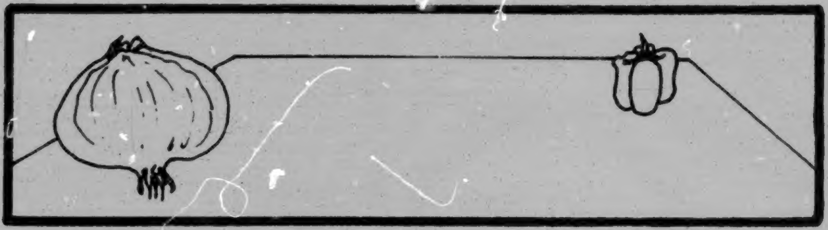
Mr. Lee: It's a grapefruit.

PRACTICE

"It's a lemon"

1. S-1: What's this?
   S-2: It's a lemon.

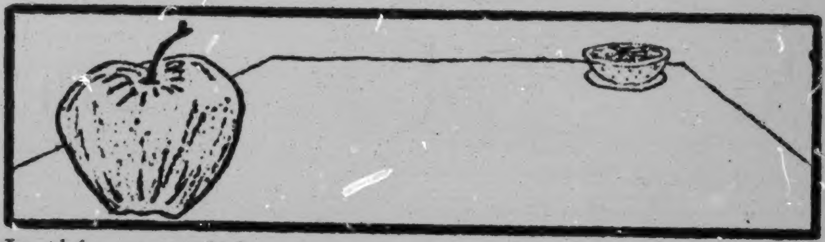
2. S-1: What's that?
   S-2: It's an orange.



3. S-1: What's this?
   S-2: It's an onion.

4. S-1: What's that?
   S-2: It's a pepper.

"Yes, it is"



5. S-1: Is this an apple?
S-2: Yes, it is.

6. S-1: Is that a grapefruit?
S-2: Yes, it is.

"No, it isn't"

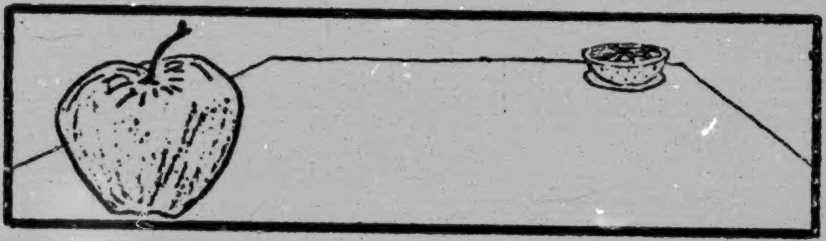
7. S-1: Is this an orange?
S-2: No, it isn't.

8. S-1: Is that an apple?
S-2: No, it isn't.

- -

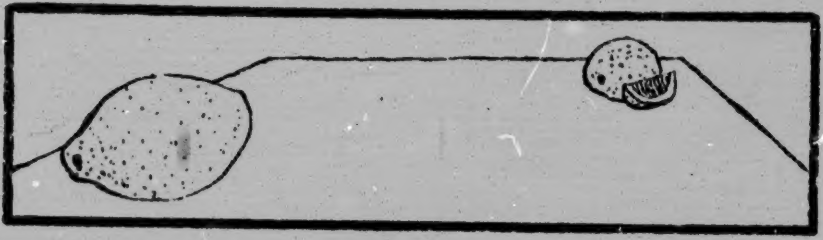
CONTROLLED CONVERSATION

"Yes, it is/No, it isn't"



1. S-1: Is this an apple?
S-2: Yes, it is.

2. S-1: Is that an orange?
S-2: No, it isn't.



3. S-1: Is this an onion?
S-2: No, it isn't.

4. S-1: Is that a grapefruit?
S-2: No, it isn't.

MINI-DIALOGUES

1. S-1: Is this an orange?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's an onion.

2. S-1: Is that a lemon?
   S-2: No, it isn't.
   S-1: What is it?
   S-2: It's a pepper.

READING

A. Read the names of the fruit and vegetables on page 1.

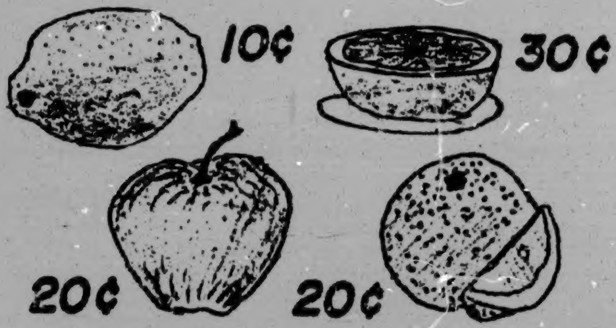
B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read the Mini-dialogues on this page.

E. Read:

A lemon is 10 cents. A grapefruit is 30 cents. An apple is 20 cents and an orange is 20 cents.



WRITING

A. Write the answers to these questions about the story in Reading.

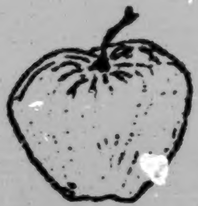
1. How much is a lemon? ____________________

2. How much is an apple? ____________________

3. How much is a grapefruit and how much is an orange? ____________________

____

B. Write the question or answer.

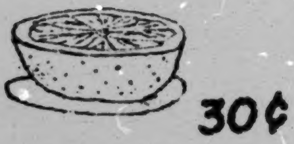


1. Is this a grapefruit?

____

What is it?

____

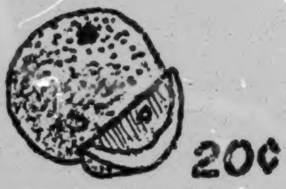


2. What's this?

____

How much is it?

____



3. ________________________

Yes, it is.

____

It's 20 cents.

- -

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of new food items.
3. Learn to use the words "these" and "those" with plural words.

- -

PRONUNCIATION

Pronounce these sentences. Remember to join the words.

This is a watch.

That's a clock.

This is a hamburger.

That's a hot dog.

This is an orange.

That's an apple.

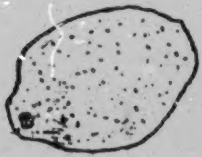
This is an orange drink.

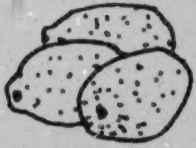
That's an apple drink.

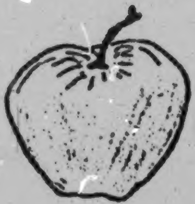
This is a cup of coffee.

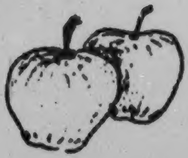
That's a cup of tea.

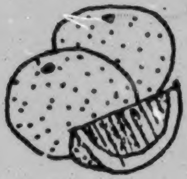
LISTENING COMPREHENSION

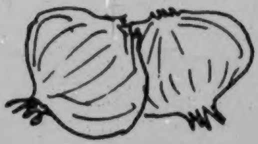

a lemon

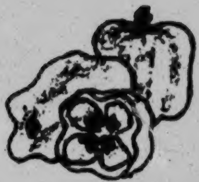

lemons

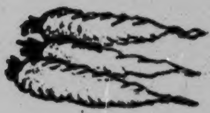

an apple

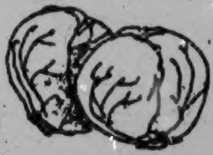

apples


oranges

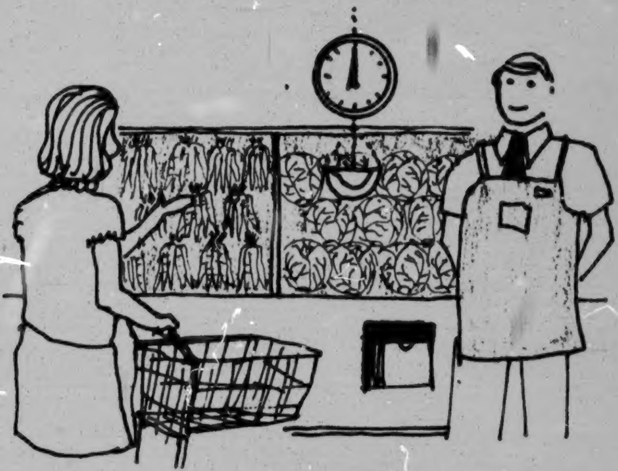

onions


peppers


carrots


cabbages

THE DIALOGUE



Mrs. Kim: Are these carrots?

Mr. Lee: Yes, they are.

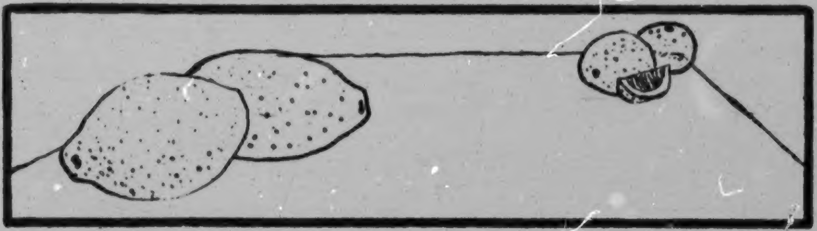
Mrs. Kim: What are those?

Mr. Lee: They're cabbages.

Mrs. Kim: Give me one, please.

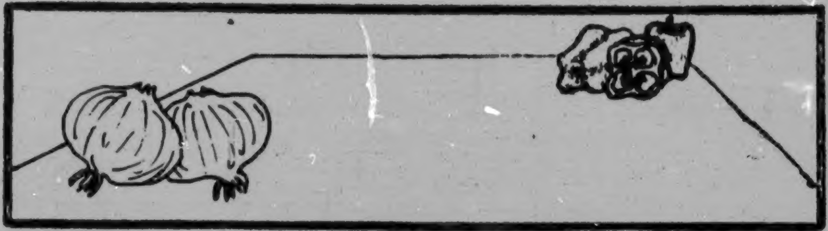
PRACTICE

"These are lemons"



1. These are lemons.

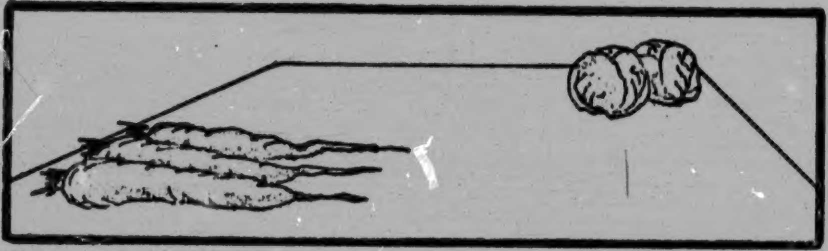
2. Those are oranges.



3. These are onions.

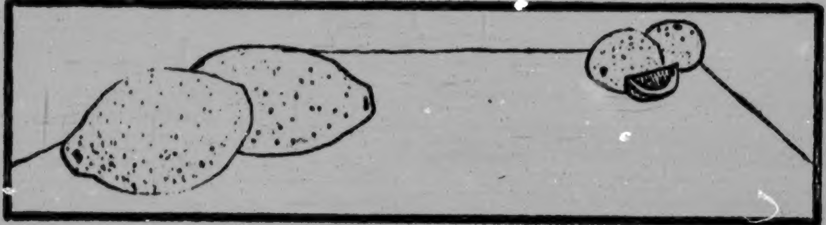
4. Those are peppers.

"What are these/those?"



5. S-1: What are these?
   S-2: They're carrots.

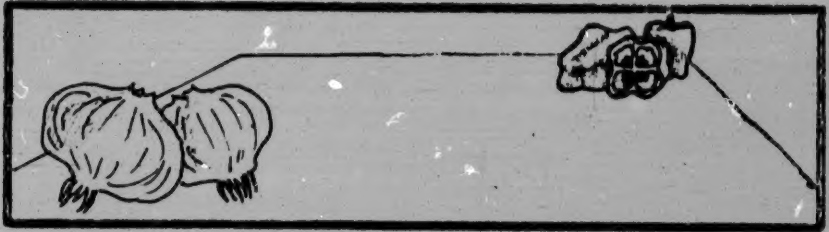
6. S-1: What are those?
   S-2: They're cabbages.



7. S-1: What are these?
   S-2: They're lemons.

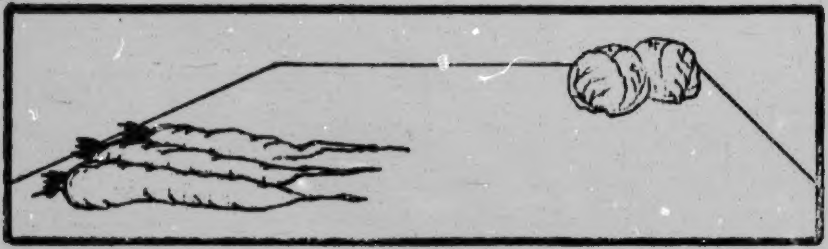
8. S-1: What are those?
   S-2: They're oranges.

"Are these onions?"



9. S-1: Are these onions?
   S-2: Yes, they are.

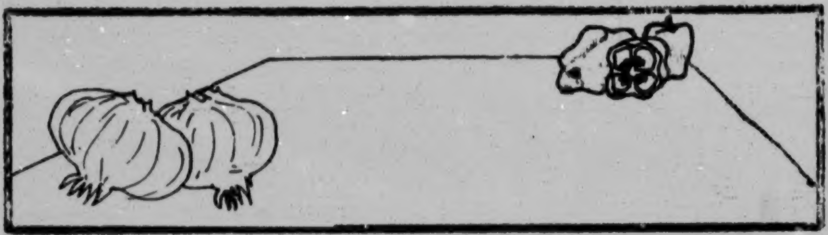
10. S-1: Are those peppers?
    S-2: Yes, they are.



11. S-1: Are these peppers?
S-2: No, they aren't.

12. S-1: Are those cabbages?
S-2: Yes, they are.

MINI-DIALOGUES



1. S-1: Are these apples?
S-2: No, they aren't.
S-1: What are they?
S-2: They're onions.

2. S-1: Are those carrots?
S-2: No, they aren't.
S-1: What are they?
S-2: They're peppers.

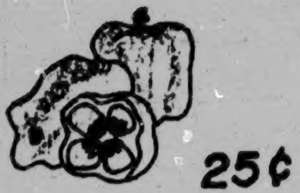
READING

A. Read the sentences in the Pronunciation exercise on page 5.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on this page.

D. Read this conversation:



Mrs. Kim: How much are the peppers?

Mr. Lee: They're 25 cents each.

Mrs. Kim: Give me one, please.

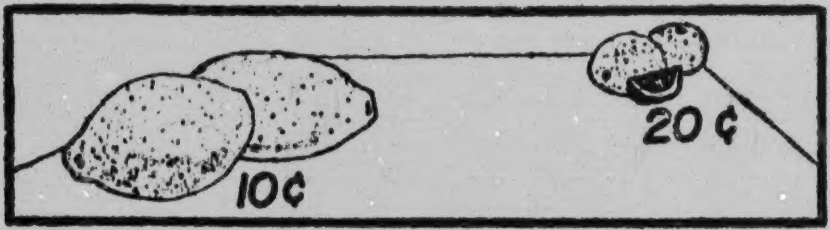
Mr. Lee: All right.

Mrs. Kim: Thank you.

Mr. Lee: You're welcome.

WRITING

A. Write Mr. Lee's answers to Mrs. Kim's questions.



1.

Mrs. Kim: What are these?

Mr. Lee: ____________________

Mrs. Kim: How much are they?

Mr. Lee: ____________________

2.

Mrs. Kim: What are those?

Mr. Lee: ____________________

Mrs. Kim: How much are they?

Mr. Lee: ____________________

B. Write Mrs. Kim's questions about the pictures.

1.

Mrs. Kim: ________________ these?

Mr. Lee: They're peppers.

Mrs. Kim: ____________________

Mr. Lee: They're 25 cents each.

2.

Mrs. Kim: ________________ those?

Mr. Lee: They're cabbages.

Mrs. Kim: ____________________

Mr. Lee: They're 50 cents each.

Los Angeles Unified School District
Asian Project - ABE
AP-280782

LESSON 7: LESSON GUIDE
EVALUATION FORM

LESSON SEVEN: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for stress, intonation, and the blending of words.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50%	50-74%	75-89%	90-100%

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example.

Have students repeat:

	GROUP	1				2				3				4				5			
1.	These are cabbages.																				
2.	Those are onions.																				
3.	What are these?																				
4.	Is this an orange?																				
5.	That's an apple.																				

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Are these lemons? (Yes, they are/ No, they aren't)	1 2 3 4 5	1 2 3 4 5
2. What are those? (They're cabbages)	1 2 3 4 5	1 2 3 4 5
3. What are these? (They're carrots)	1 2 3 4 5	1 2 3 4 5
4. How much is a lemon? (It's 10 cents)	1 2 3 4 5	1 2 3 4 5
5. Have S ask name of fruit or vegetable.	1 2 3 4 5	1 2 3 4 5
6. Have S ask price using "How much."	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the answer on their sheets.

1. It's an apple.
2. They're oranges.
3. It's an onion.
4. They're peppers.
5. How much is a grapefruit?
6. How much are the cabbages?
7. What are these?
8. What are those?

IV. READING - Directions: Have students do the Reading and Writing on the Student Evaluation Form.
V. WRITING

BEST COPY AVAILABLE

LESSON SEVEN: STUDENT EVALUATION FORM

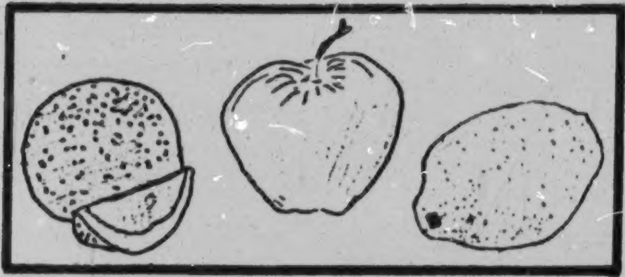
I. and II. Oral Exercises

- -

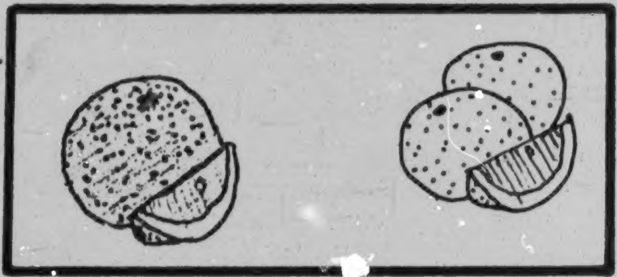
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

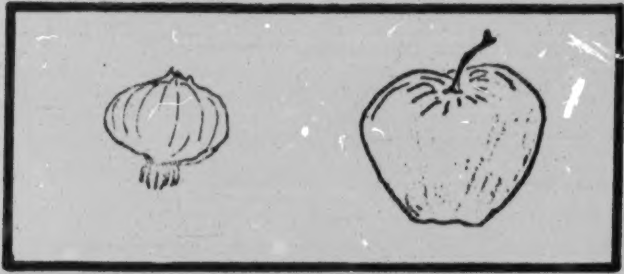
1.



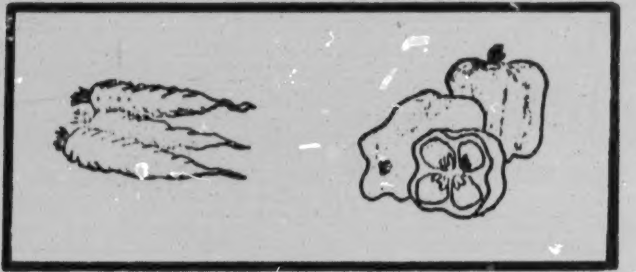
2.



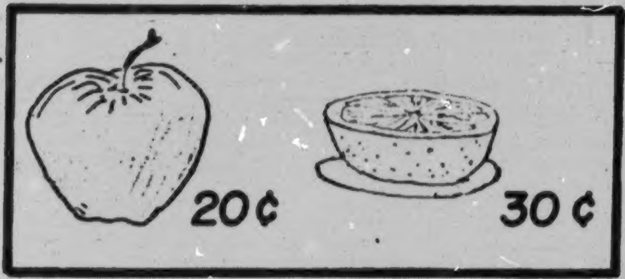
3.



4.



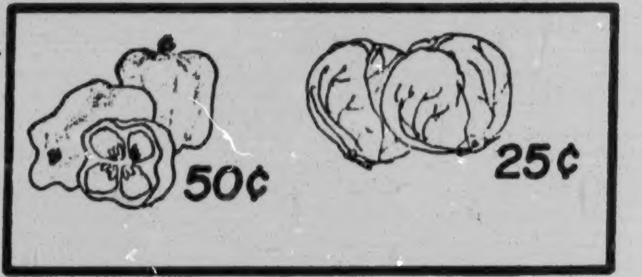
5.



It's 20 cents.

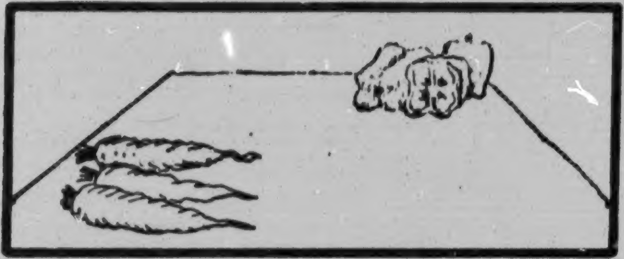
It's 30 cents.

6.



They're 50 cents each.

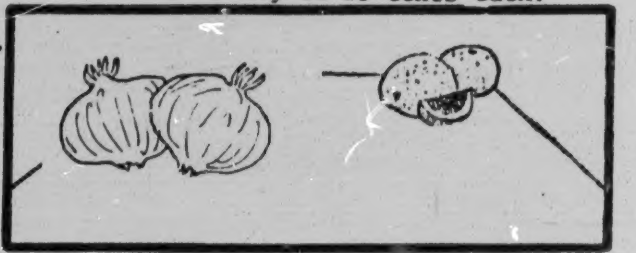
They're 25 cents each.



They're carrots.

They're peppers.

8.



They're onions.

They're oranges.

IV. READING

Directions: Circle the correct answers.

1. Is __________ a grapefruit?

these

this

those

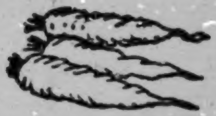
2. Are __________ carrots?

this

that

those

3.

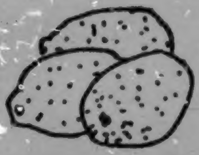


It's a carrot.

They're oranges.

They're carrots.

4.



They're lemons.

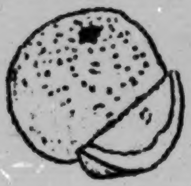
It's a lemon.

It's an apple.

V. WRITING

Directions: Write in the correct answers.

1.



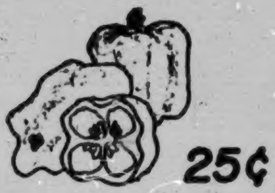
Tom: Is this an apple?

Ann: ____________________

Tom: What is it?

Ann: ____________________

2.



Ann: ____________________

Tom: Yes, they are.

Ann: ____________________

Tom: They're 25 cents each.

Sentences to copy:

Yes, it is.

No, it isn't.

No, they aren't.

It's an orange.

They're oranges.

How much are they?

How much is it?

Is this a pepper?

Are these peppers?

Los Angeles Unified School District
Asian Project - ABE AP-2A0743

LESSON SEVEN - CHINESE SUPPLEMENT
SECTION I: It's an Apple
SECTION II: What are These/Those?

LESSON SEVEN	第七課
SECTION I: IT'S AN APPLE	第一節：是一個蘋果
OBJECTIVES	學習目標
In this section you will learn:	在這一節裡，你們要學習：
1. The names of some fruit and vegetables.	一、一些水果和蔬菜的名稱。
2. To use "a" and "an" with lesson items.	二、不定冠詞 "a" 和 "an" 的用法。

THE DIALOGUE	對話
Mrs. Kim: Is this an orange?	這是一個橘子嗎？
Mr. Lee: No, it isn't. It's a lemon.	不是。是一個檸檬。
Mrs. Kim: What's that?	那是什麼？
Mr. Lee: It's a grapefruit.	是(美國)柚子。

SECTION II: WHAT ARE THESE/THOSE?	第二節：這些/那些是什麼？
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Practice pronunication.	一、練習發音。
2. Learn the names of new food items.	二、學習新的食品名稱。

3. Learn to use the words "these" and "those" with plural words.

三、學習 "these" "those" 和複數名詞在一起的用法。

THE DIALOGUE 對話

Mrs. Kim:	Are these carrots?	這些是胡蘿蔔嗎？
Mr. Lee:	Yes, they are.	是的。
Mrs. Kim:	What are those?	那些是什麼？
Mr. Lee:	They're cabbages.	是椰菜（或称包心菜）
Mrs. Kim:	Give me one, please.	請給我一個。

NOTES 應注意事項

1. You will notice that an, instead of a, is used in:

   an orange

   an apple

   an egg

   An is used when it is followed by a vowel (a,e,i,o,u).

一、在元音 a, e, i, o, u 之前，不定冠詞應用"an"而不用"a"。

2. Use singular "this" or "that" with singular nouns:

   this student, this book,

   that student, that book

二、單數名詞用單數指定代名詞時，應當用"this"(這)或"that"(那)。如：

this student （這個學生）

that student （那個學生）

Use plural "these" or "those" with plural nouns:

these students, these books

those students, those books

3. English speakers blend words together within phrases or thought groups. For example, the sentence "This is a watch" is pronounced like: "Thi-sisa-watch."

複數名詞用複數代名詞時，應當用 "these"(這些)或"those"(那些)。如：

these students	(這些學生)
those books	(那些書)

二.英文常々將音節連在一起唸。如 "This is a watch." (這是一個手表)通常唸作 "Thi-sisa-watch."。應經常留心教員的唸法。

Los Angeles Unified School District
Asian Project - ABE
AP-210843

LESSON EIGHT - LESSON GUIDE
SECTION I: He's at the Bank
SECTION II: He's Here/There

LESSON EIGHT

OBJECTIVES

Listening Comprehension: Students will be able to:

1. Identify common locations: at the bank, at the beauty shop, at the barber shop, at the market, at the laundromat, at the hospital, at the department store, at the airport, at the post office.
2. Distinguish between the expressions "here" and "there."

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson locations.
2. Ask "where" questions and "yes-no" questions to elicit information about the locations of people.
3. Give an appropriate response to above questions about the locations of people.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	Where's Tom/he/she/the doctor?	He's/She's at the bank. here/there.
	Where are Tom and Bill/they/the nurses?	They're at the hospital. here/there.
Review:	Is Tom/he/she at the market/here/there?	Yes, he/she is. No, he/she isn't.
	Are Tom and Bill/they at the post office/ here/there?	Yes, they are/No, they aren't.

INSTRUCTIONAL AIDS

Drill pictures:	P72 - at the bank P73 - at the post office P74 - at the department store P75 - at the beauty shop P76 - at the laundromat P77 - at the airport	P78 - at the market P79 - at the hospital P80 - a map P81 - a mop P82 - Facial diagram: /æ/ and /a/ Also: P21 - the barber shop
Transparencies:	T28 - locations: at the bank, barber shop, post office, department store, beauty shop, laundromat, airport, market, and hospital T29 - Dialogue (They're at the market) T30 - Pronunciation: /æ/ - /a/ (map-mop) T31 - Dialogue (Where's the nurse?)	
Student handouts:	Student leaflet Student evaluation form	
Lesson Guides:	Evaluation form	

BEST COPY AVAILABLE

STRUCTURAL NOTES

1. The concept of number agreement between subject and verb does not exist in any of the four Asian languages.
2. The question word "where" does not ordinarily come at the beginning of questions in Chinese, Japanese, and Korean.

See the chart for illustration of the above points.

English	Where	are	the nurses	?
Chinese	nurse	exist where		?
Japanese	nurse + subject particle	where + locative particle		exist/be + question particle
Korean	nurse + subject particle	where + locative particle		exist/be + question particle
Tagalog	Where	the	plural marker nurse	?
Spanish	¿ Where	are	the nurses	?

PRONUNCIATION NOTES

1. The English /æ/ sound does not exist in Chinese, Japanese, Spanish, or Tagalog. It does occur in Korean. Chinese students tend to substitute /ɛ/ for /æ/. Japanese, Filipino, and Spanish students tend to substitute /a/ for /æ/. The contrast between /æ/ and /a/ in English therefore causes special difficulty.
2. The /a/ sound appears in the four Asian languages and in Spanish, but with somewhat different characteristics from the English /a/, which is a more open sound. Encourage the students to open their mouths wide to make this sound.

SECTION I. HE'S AT THE BANK

[NOTE: Do not distribute the student leaflet until time for Reading.]

REVIEW AND WARM-UP

A. Use pictures from previous lessons or objects in the room for oral review.

T
St asks - Cl
Gr answers
St

B. Suggested items for review:

1. What are these/those?
2. How much are the apples?
3. Are they onions?
4. Mini-dialogues: S-1: Are these oranges?
S-2: No, they aren't.
S-1: What are they?
S-2: They're lemons.

SECTION I. HE'S AT THE BANK

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about the locations of people.

LISTENING COMPREHENSION

Listening

T shows pictures P21 and P72-79 (T28) and models - Cl listens

T: (Show the picture of Tom at the bank.)
Where's Tom? He's at the bank.

Listening and Identifying

T cues with pictures and statements

- Cl / Gr / St > confirms or denies statement

T: (Show the picture of Tom at the bank.)
He's at the bank.

S: Yes.

T: (Show the picture of Ann at the beauty shop.)
She's at the barber shop.

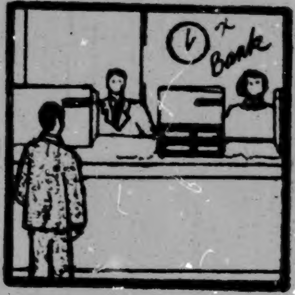
S: No.

Listening and Repeating

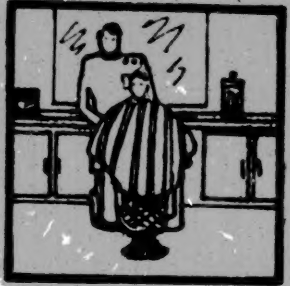
T cues with picture and models - Cl / Gr / St > repeats

T: (Show a picture of Tom at the bank.)
He's at the bank.

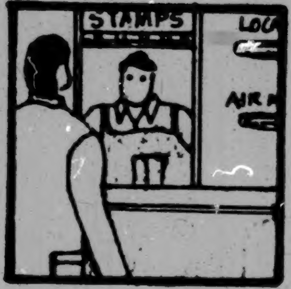
LISTENING COMPREHENSION



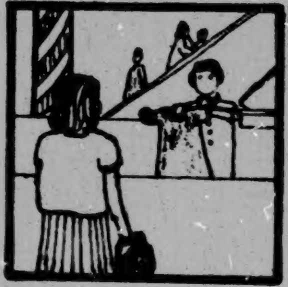
He's at the bank.



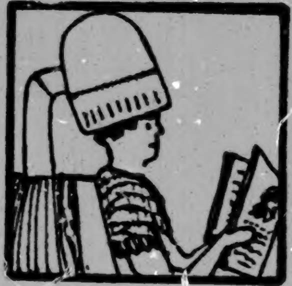
He's at the barber shop.



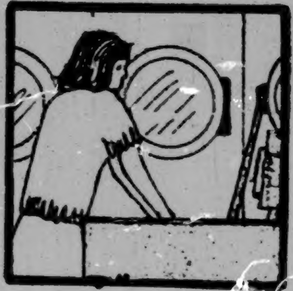
He's at the post office.



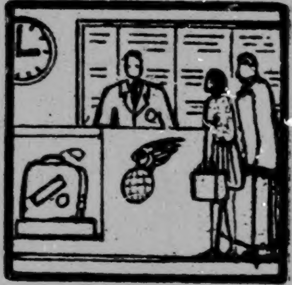
She's at the department store.



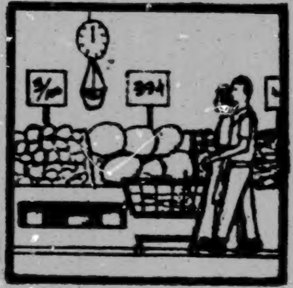
She's at the beauty shop.



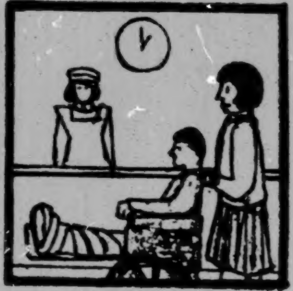
She's at the laundromat.



They're at the airport.



They're at the market.



They're at the hospital.

THE DIALOGUE

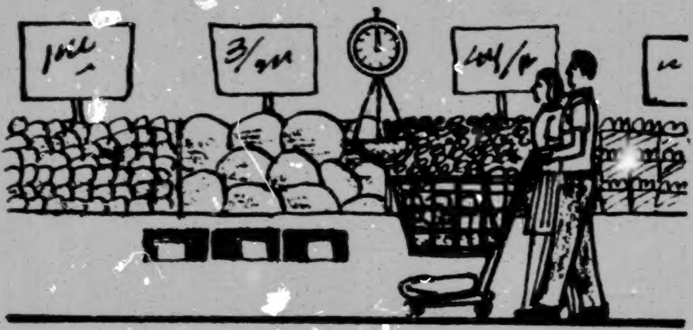
[REMINDER: Students will not have their leaflets at this point.]

A. Show drill picture P78 (T29) and set the scene.

B. Follow procedure for dialogue presentation.

1. T models - Cl listens
2. T models - Cl repeats
3. Take roles: T - Cl
   Gr - Gr
   St - St
4. Show dialogue on overhead or on board
   a. T reads - Cl reads silently
   b. T reads - Cl reads
   c. Take roles reading

THE DIALOGUE



Sue: Are Tom and Ann at the post office?

John: No, they aren't.

Sue: Where are they?

John: They're at the market.

PRACTICE

"He's at the bank"

A. Substitution Drills

T cues - Cl
Gr > responds
St

1. T: He's at the bank.
   the barber shop
   the post office

2. T: She's at the department store.
   the beauty shop.
   the laundromat.

PRACTICE

3. T: They're at the airport.
the market
the hospital

B. Answer Drills

T cues and asks - Cl
Gr > answers
St

1. T: Where's Tom?
S: He's at the bank.

2. T: Where's Ann?
S: She's at the department store.

3. T: Where are Tom and Ann?
S: They're at the airport.

"Where's Tom?"

A. Repetition Drill

T models - Cl
Gr > repeats
St

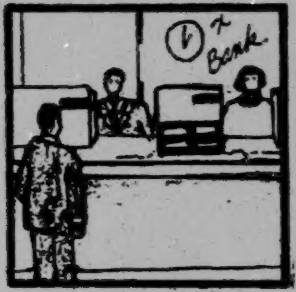
T: Where's Tom?
Where's Ann?
Where are Tom and Ann?

B. Question and Answer Drill

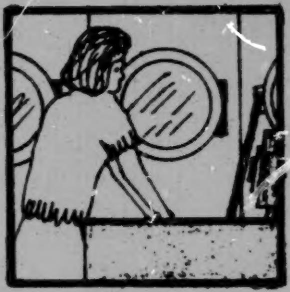
T cues with pictures:

T
Gr > asks - Gr > answers

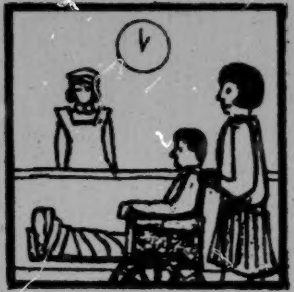
"Where's Tom?"



1. S-1: Where's Tom?
S-2: He's at the bank.



2. S-1: Where's Ann?
S-2: She's at the laundromat.



3. S-1: Where are Ann and Tom?
S-2: They're at the hospital.

"Yes, he is"

Answer Drill

T cues for "yes" answers - Cl / Gr / St > responds

T: (Show the picture of Tom at the bank.)
Is Tom at the bank?

S: Yes, he is.

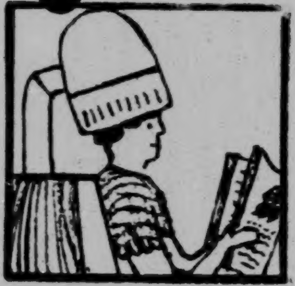
"No, she isn't"

Answer Drill

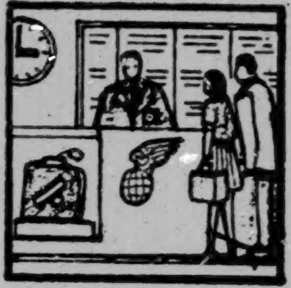
T cues for "no" answers - Cl / Gr / St > responds

T: (Show the picture of Ann at the department store.)
Is Ann at the post office?

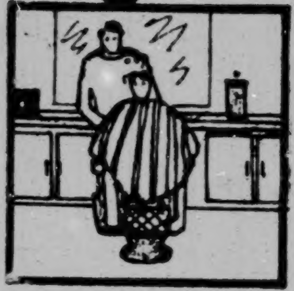
S: No, she isn't.



4. S-1: Where's Ann?
S-2: She's at the beauty shop.

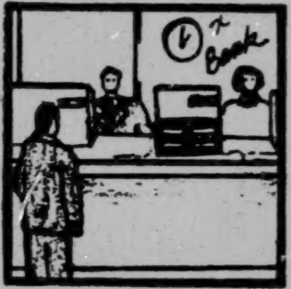


5. S-1: Where are they?
S-2: They're at the airport.

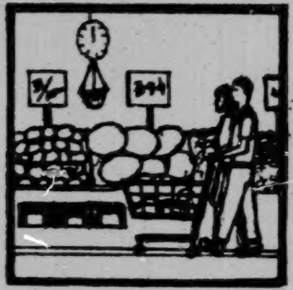


6. S-1: Where's Tom?
S-2: He's at the barber shop.

"Yes, he is"

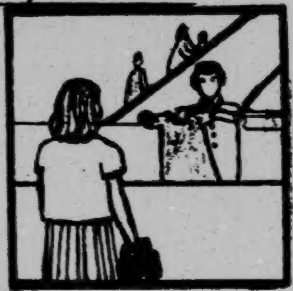


7. S-1: Is Tom at the bank?
S-2: Yes, he is.

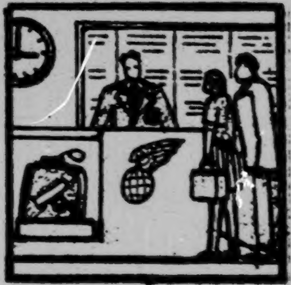


8. S-1: Are Tom and Ann at the market?
S-2: Yes, they are.

"No, she isn't"



9. S-1: Is Ann at the post office?
S-2: No, she isn't.



10. S-1: Are Tom and Ann at the department store?
S-2: No, they aren't.

CONTROLLED CONVERSATION

A. T cues with pictures and asks for "yes" or "no" answers

- Cl
- Gr > responds
- St

B. T cues: St asks - Gr / St > responds

- -

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have the students read the names of locations on page 1.

B. Have the students read the Practice exercises on pages 2 and 3.

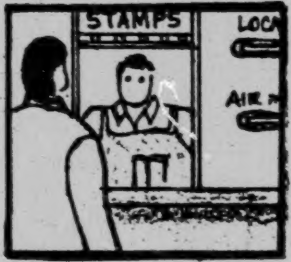
C. Have the students read the Controlled Conversation on page 4.

D. T reads - Cl reads silently.

T reads - Cl reads

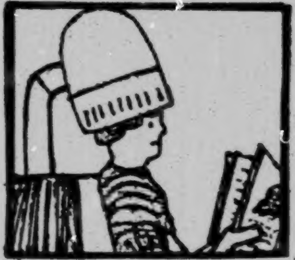
Take roles: T - Cl
Gr - Gr
St - St

CONTROLLED CONVERSATION



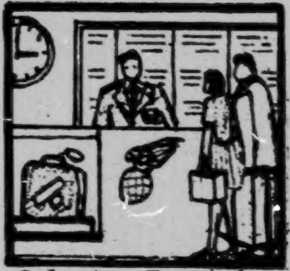
1. S-1: Is Tom at the barber shop?

S-2: No, he isn't.



2. S-1: Is Ann at the beauty shop?

S-2: Yes, she is.



3. S-1: Are Tom and Ann at the airport?

S-2: Yes, they are.

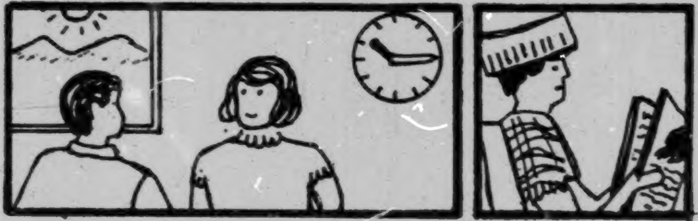
READING

A. Read the names of locations on page 1.

B. Read the sentences in the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 4.

D. Read:



Sue: Good morning, Tom. What time is it?
Tom: Good morning, Sue. It's 10:15.

Sue: Is Ann at the laundromat?
Tom: No, she isn't. She's at the beauty shop.

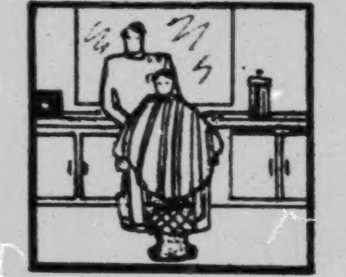
WRITING

A. Have the students write the answers to the questions below the pictures.

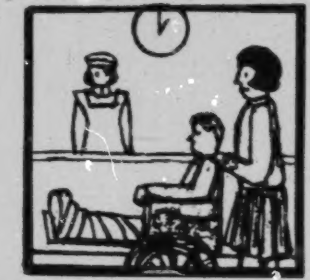
B. Have the students write the questions for the answers below the pictures.

WRITING

A. Write the answers for these questions.

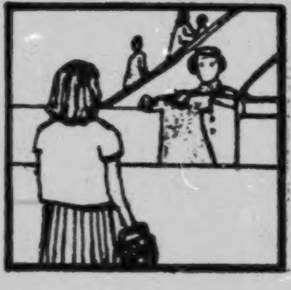


1. Where's Tom?



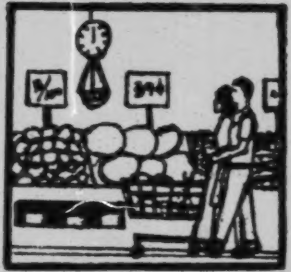
2. Are they at the airport?

B. Write the questions for these answers.



1. ______________________

Yes, she is.



2. ______________________

They're at the market.

- -

SECTION II: HE'S HERE/THERE

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: HE'S HERE/THERE

[NOTE: Put away your leaflets until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to use the words "here and "there."

PRONUNCIATION

Give students practice in discriminating between the sounds of /æ/ as in "map" and /a/ as in "mop" in both listening and production.

1. T holds up pictures of a map and a mop (P80 and 81 or T30) and models
   - Cl listens

   [NOTE: Use the same intonation each time you repeat a word.]

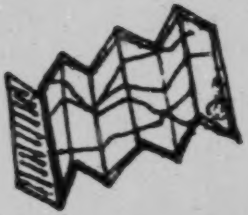
2. Call "map" #1 and "mop" #2. Have the students hold up 1 finger for "map" and 2 fingers for "mop."

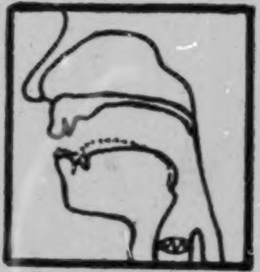
3. Using the facial diagram P82 (T30), point out the relative positions of the tongue and degree of mouth opening in producing these sounds.

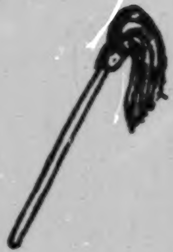
4. T holds up pictures
   - Cl pronounces "map" or "mop"

5. T models the exercise - Cl, Gr, St repeats

PRONUNCIATION







/æ/ .... /a/ —

/æ/ a map	/a/ a mop
It's a map.	It's a mop.
apple	doctor
It's an apple.	He's a doctor.
Where's Ann?	Where's Tom?
She's at the bank.	He's at the hospital.

- -

THE DIALOGUE

Preliminary Activity

Demonstrate the concept of "here" and "there by using objects and individuals (singular and plural) in the classroom, together with appropriate gestures.

T: Where's the book?
(Point to a book near you.) It's here.

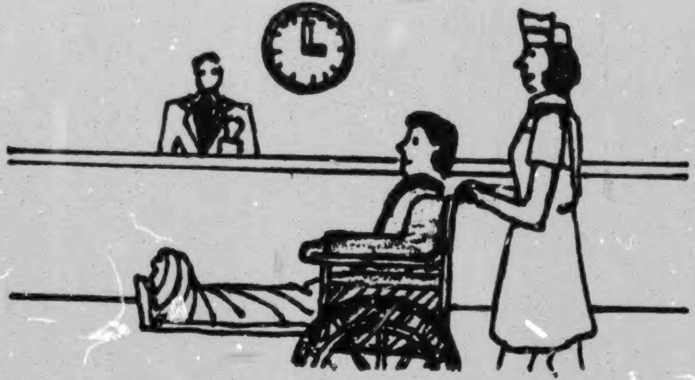
Where's John?
(Point to a student away from you.) He's there.
(etc.)

THE DIALOGUE

Presenting the Dialogue

Show P79 (T31) and present dialogue, following normal procedure.

1. T models - Cl listens
2. T models - Cl, Gr, St > repeats
3. Take roles: T - Cl
   Gr - Gr
   St - St
4. Show dialogue on overhead or on board
   a. T reads - Cl reads silently
   b. T reads - Cl reads
   C. Take roles reading



Tom: Where's the nurse?

Ann: She's here.

Tom: Where's the doctor?

Ann: He's there.

PRACTICE

"Here" and "there"

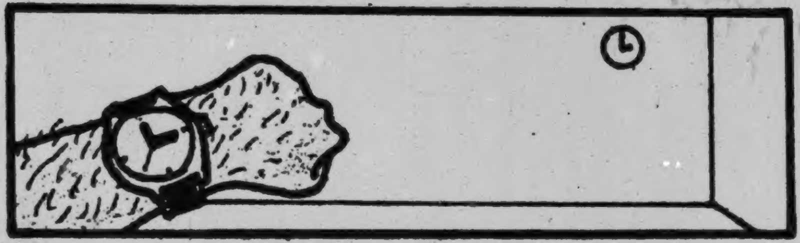
A. Repetition Drills

1. T: Where's my watch?
   (Point to your watch.) It's here.
   Where's your watch?
   (Point to students' watches and have them repeat after you.) It's here.

   Cl: (Point to their watches.) It's here.

PRACTICE

"Here" and "there"



1. Where's the watch?
   It's here.

2. Where's the clock?
   It's there.

2. T: Where's the clock?
(Point to the clock.) It's there.

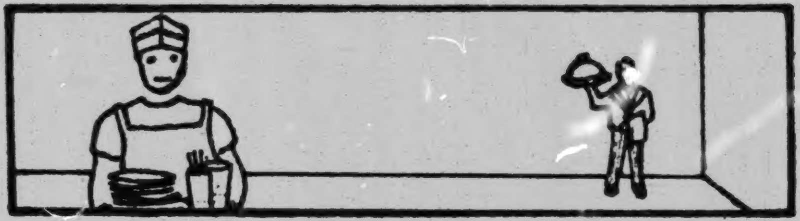
Cl: It's there.

3. T: Where's Henry?
(Point to a student.) He's there.

Cl: He's there.

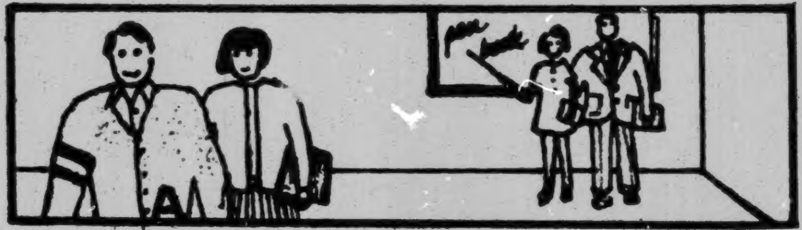
4. T: Where are the windows?
(Point to the windows.) They're there.

Cl: They're there.



3. Where's the busboy?
He's here.

4. Where's the waiter?
He's there.



5. Where are the students?
They're here.

6. Where are the teachers?
They're there.

- -

CONTROLLED CONVERSATION

Cue with individuals, objects in the classroom, or drill pictures and call for "here/there" answers.

T cues: Gr ↘ / St → asks - Gr ↘ / St → answers

T: (Point to a student.)
S-1: Where's Henry?
S-2: He's there.

- -

READING

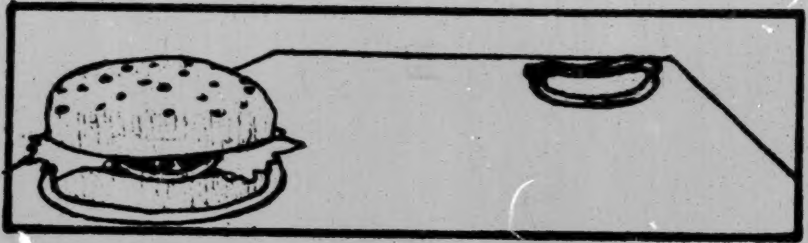
[NOTE: Have students open their leaflets at this time.]

A. Have students read each paragraph silently to themselves.

READING

A. Read the sentences and answer the questions.

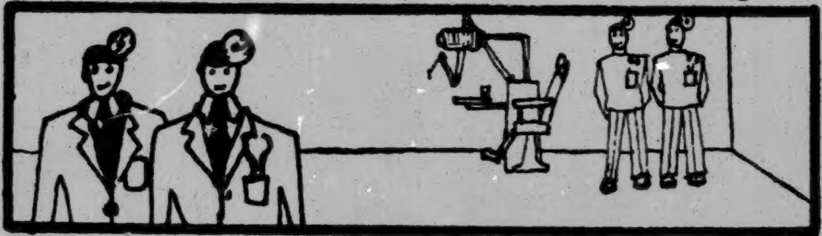
B. Have students read the answers to the comprehension questions about each story.



1. This is a hamburger. It's not a hot dog. That's a hot dog. The hamburger is here and the hot dog is there.

   Read the answers to these questions:

   a. Is this a hot dog?
   b. What is it?
   c. Where's the hot dog?
   d. Where's the hamburger?



2. Those are dentists. They are not doctors. These are doctors. The doctors are here. The dentists are there.

   Read the answers to these questions:

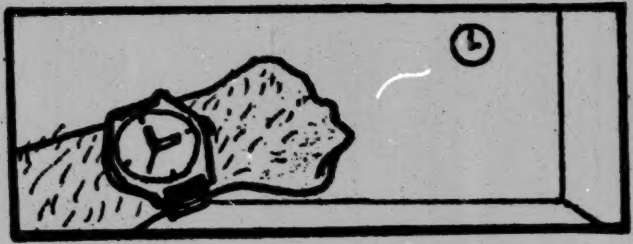
   a. Are those doctors?
   b. What are they?
   c. Where are the doctors?
   d. Where are the dentists?

WRITING

Have the students complete the sentences.

WRITING

A. Complete the sentences.



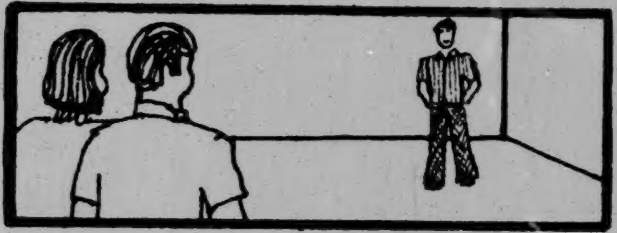
1. Tom: Where's the watch?

   Ann: __________ here.

   Tom: __________ the clock?

   Ann: It's __________

B. Have the students read the story and answer the questions.



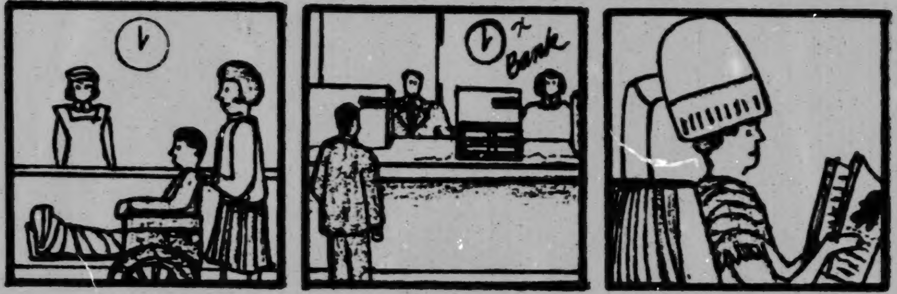
2. Ann: Is John here?

Tom: No, ____________

Ann: Where ___________

Tom: He's ____________

B. Read the story and answer the questions.



John and Sue are at the hospital. Tom is at the bank. Ann is at the beauty shop.

1. Where is Tom? ______________________________

2. Are John and Sue at the market? __________

3. Where are they? ____________________________

4. Where is Ann? ______________________________

Los Angeles Unified School District
Asian Project - ABE
AP-200843

LESSON EIGHT - STUDENT LEAFLET
SECTION I: He's at the Bank
SECTION II: He's Here/There

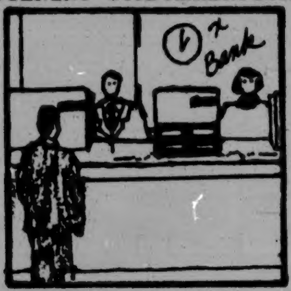
LESSON EIGHT

SECTION I: HE'S AT THE BANK

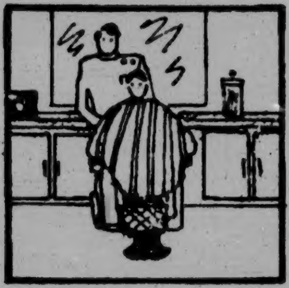
OBJECTIVE

In this section you will learn to ask and answer questions about the locations of people.

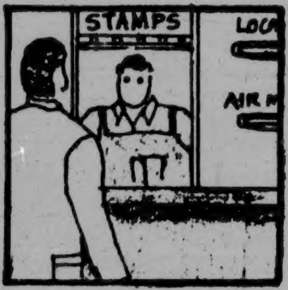
LISTENING COMPREHENSION



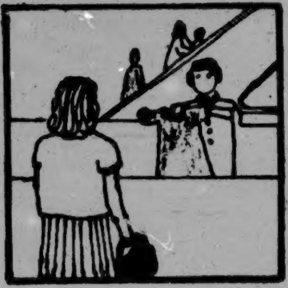
He's at the bank.



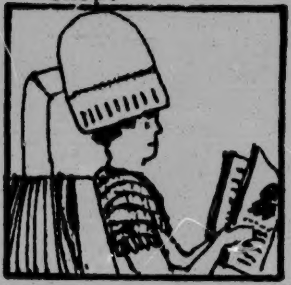
He's at the barber shop.



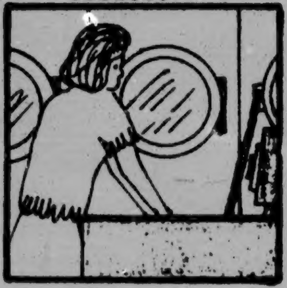
He's at the post office.



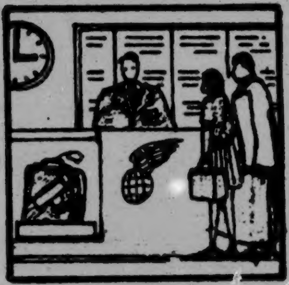
She's at the department store.



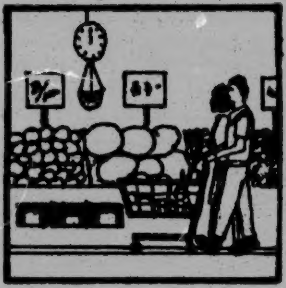
She's at the beauty shop.



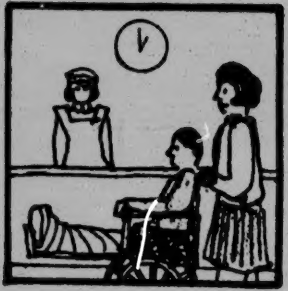
She's at the laundromat.



They're at the airport.



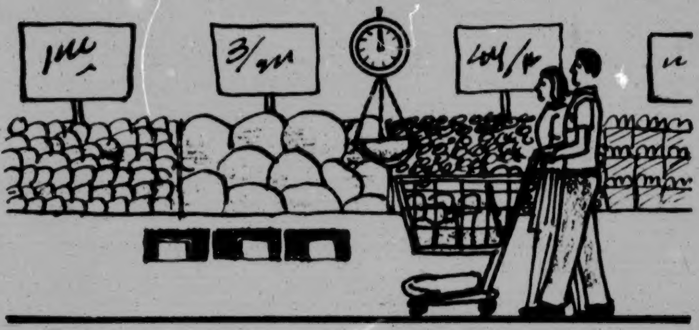
They're at the market.



They're at the hospital.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Sue: Are Tom and Ann at the post office.

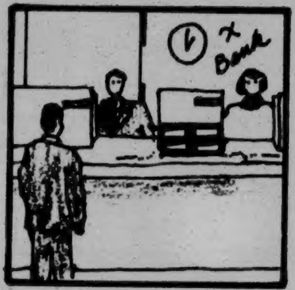
John: No, they aren't.

Sue: Where are they?

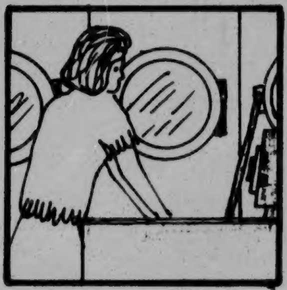
John: They're at the market.

PRACTICE

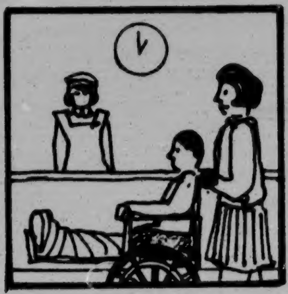
"Where's Tom?"



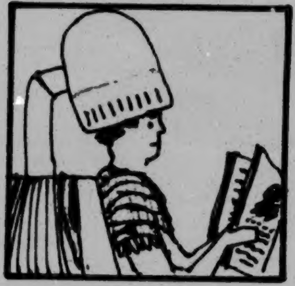
1. S-1: Where's Tom?
   S-2: He's at the bank.



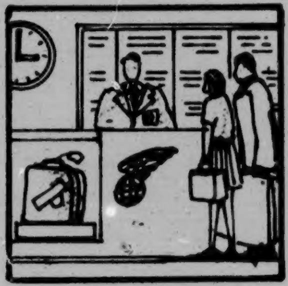
2. S-1: Where's Ann?
   S-2: She's at the laundromat.



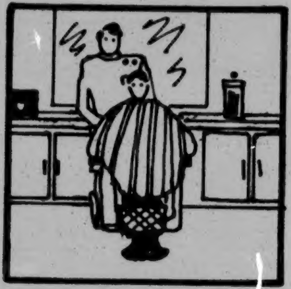
3. S-1: Where are Tom and Ann?
   S-2: They're at the hospital.



4. S-1: Where's Ann?
   S-2: She's at the beauty shop.

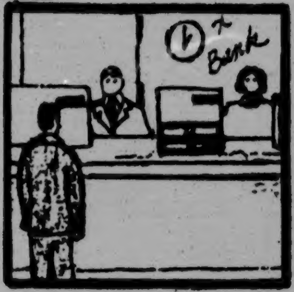


5. S-1: Where are they?
   S-2: They're at the airport.

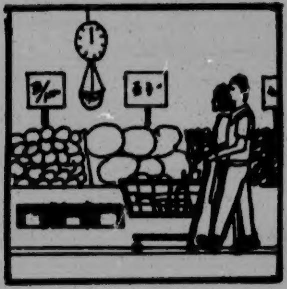


6. S-1: Where's Tom?
   S-2: He's at the barber shop.

"Yes, he is"

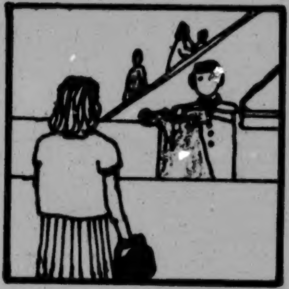


7. S-1: Is Tom at the bank?
S-2: Yes, he is.

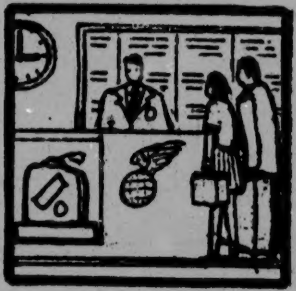


8. S-1: Are Tom and Ann at the market?
S-2: Yes, they are.

"No, she isn't"

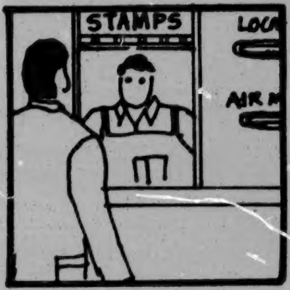


9. S-1: Is Ann at the post office?
S-2: No, she isn't.

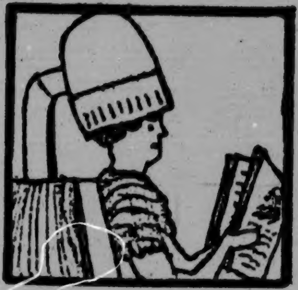


10. S-1: Are Tom and Ann at the department store?
S-2: No, they aren't.

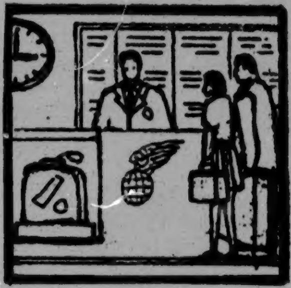
CONTROLLED CONVERSATION



1. S-1: Is Tom at the barber shop?
S-2: No, he isn't.



2. S-1: Is Ann at the beauty shop?
S-2: Yes, she is.



3. S-1: Are Tom and Ann at the airport?
S-2: Yes, they are.

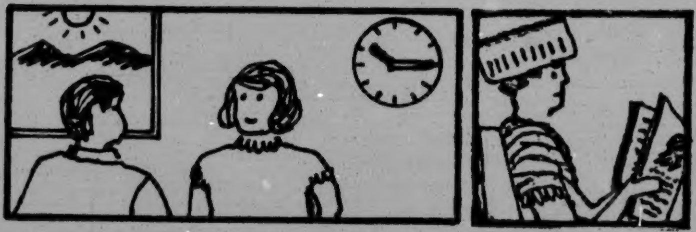
READING

A. Read the names of locations on page 1.

B. Read the sentences in the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on this page.

D. Read:



Sue: Good morning, Tom. What time is it?

Tom: Good morning, Sue. It's 10:15.

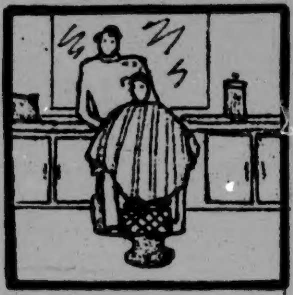
Sue: Is Ann at the laundromat?

Tom: No, she isn't. She's at the beauty shop.

- -

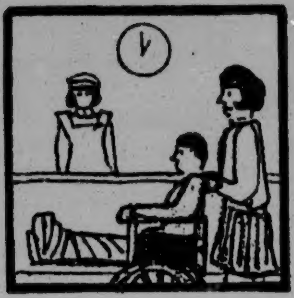
WRITING

A. Write the answers for these questions.



1. Where's Tom?

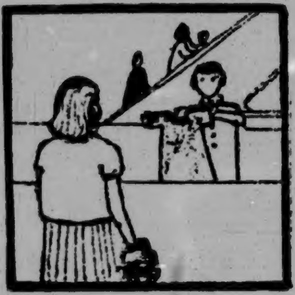
____



2. Are they at the airport?

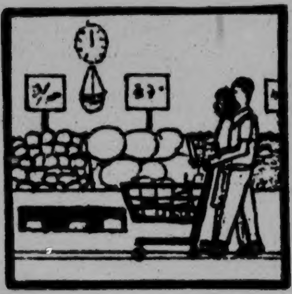
____

B. Write the questions for these answers.



1. ______________________________

Yes, she is.



2. ______________________________

They're at the market.

SECTION II. HE'S HERE/THERE

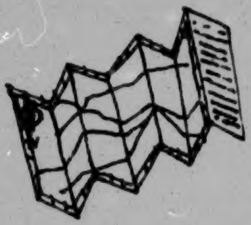
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

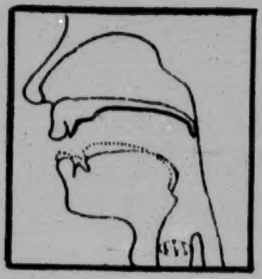
In this section you will:

1. Practice pronunciation.
2. Learn to use the words "here" and "there."

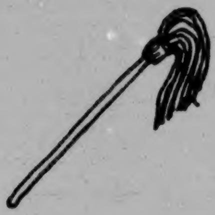
PRONUNCIATION



/æ/ a map



/æ/ ···· /a/ ——



/a/ a mop

It's a map.

apple

It's an apple.

Where's Ann?

She's at the bank.

It's a mop.

doctor

He's a doctor.

Where's Tom?

He's at the hospital.

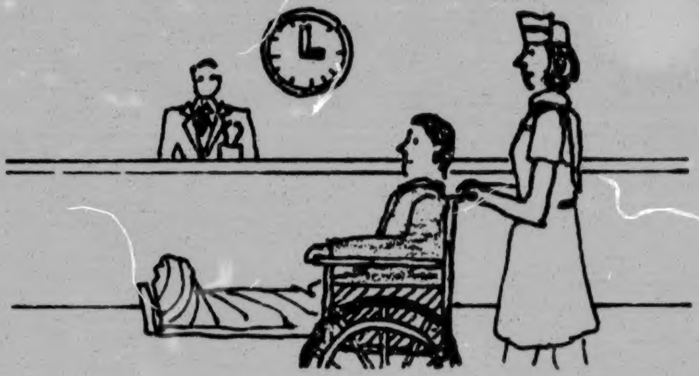
THE DIALOGUE

Tom: Where's the nurse?

Ann: She's here.

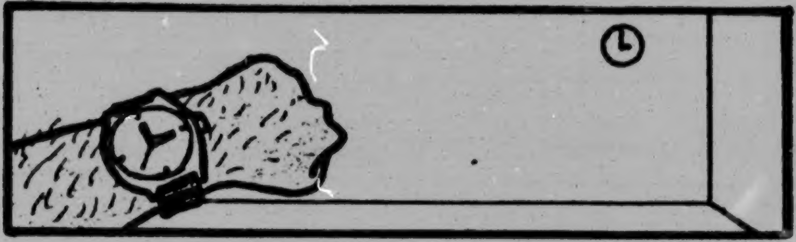
Tom: Where's the doctor?

Ann: He's there.



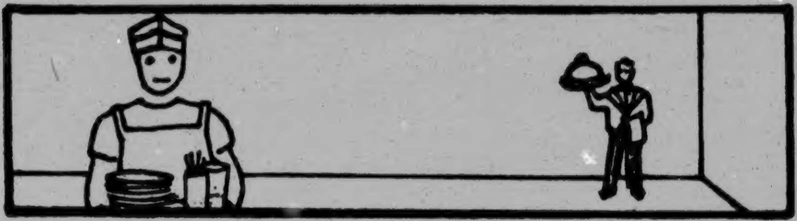
PRACTICE

"Here" and "there"



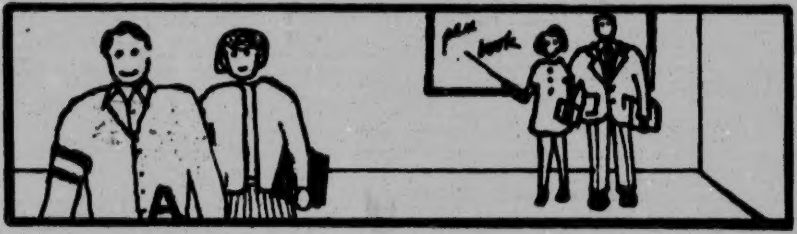
1. Where's the watch?
It's here.

2. Where's the clock?
It's there.



3. Where's the busboy?
He's here.

4. Where's the waiter?
He's there.



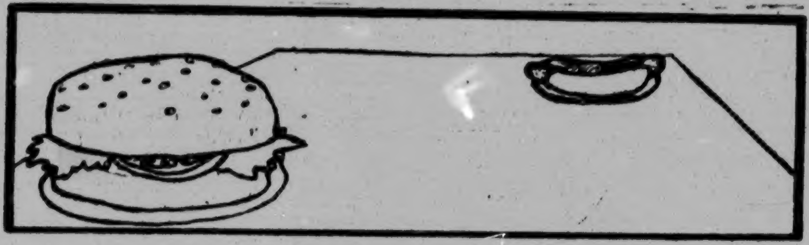
5. Where are the students?
They're here.

6. Where are the teachers?
They're there.

- -

READING

A. Read the sentences and answer the questions.



1. This is a hamburger. It's not a hot dog. That's a hot dog. The hamburger is here and the hot dog is there.

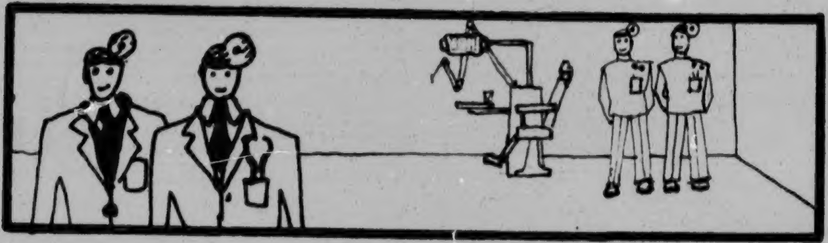
Read the answers to these questions:

a. Is this a hot dog?

b. What is it?

c. Where's the hot dog?

d. Where's the hamburger?



2. Those are dentists. They are not doctors. These are doctors. The doctors are here. The dentists are there.

Read the answers to these questions:

a. Are those doctors?

b. What are they?

c. Where are the doctors?

d. Where are the dentists?

WRITING

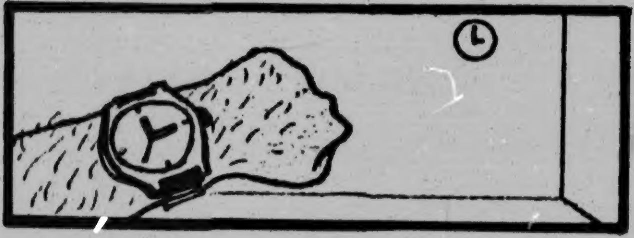
A. Complete the sentences.

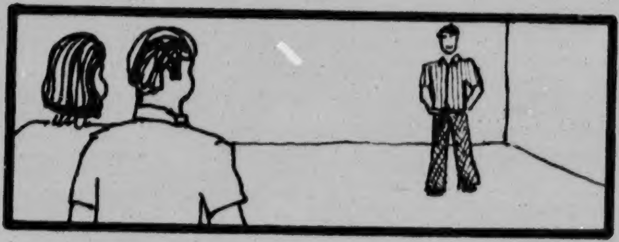
1. Tom: Where's the watch?

Ann: ____________ here.

Tom: __________ the clock?

Ann: It's ____________





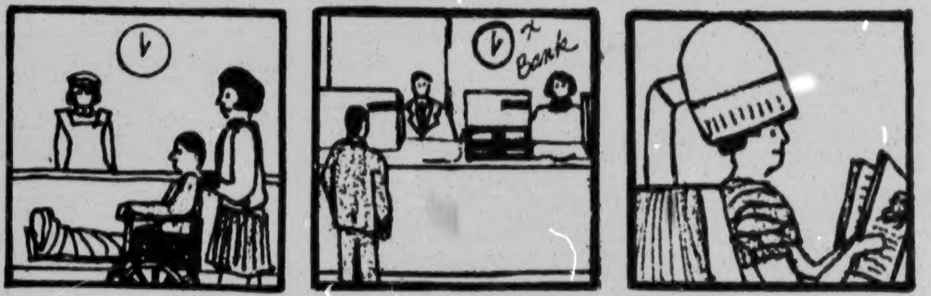
2. Ann: Is John here?

Tom: No, ____________

Ann: Where ____________

Tom: He's ____________

B. Read the story and answer the questions.



John and Sue are at the hospital. Tom is at the bank. Ann is at the beauty shop.

1. Where is Tom?

____

2. Are John and Sue at the market?

____

3. Where are they?

____

4. Where is Ann?

____

LESSON EIGHT: EVALUATION

I. PRONUNCIATION (Check for correct stress and intonation)

Directions: Divide the class into groups and test each item with one or more of the groups. Indicate the approximate percentage of students performing acceptably in each group that you check, as in the accompanying example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50 %	50-74 %	75-89 %	90-100 %

Have students repeat:

GROUP	1				2				3				4				5			
1. Where are they?																				
2. They're at the market.																				
3. Is Tom at the barber shop?																				
4. No, he isn't. He's at the bank.																				

- -

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions as indicated from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Where's he? (He's ______.)	1 2 3 4 5	1 2 3 4 5
2. Are they at the post office?	1 2 3 4 5	1 2 3 4 5
3. Is she at the drugstore?	1 2 3 4 5	1 2 3 4 5
4. (S asks question using "Where.")	1 2 3 4 5	1 2 3 4 5
5. (S asks question using "Is/Are.")	1 2 3 4 5	1 2 3 4 5

- -

III. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. Tom's at the bank.
2. Ann's at the laundromat.
3. They're at the hospital.
4. It's a mop.
5. She's at the post office.
6. They're there.
7. Is Tom at the airport?
8. Are they at the market?

- -

IV. READING

V. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE AP-290843

LESSON 8: STUDENT LEAFLET
EVALUATION FORM

LESSON EIGHT: STUDENT EVALUATION FORM

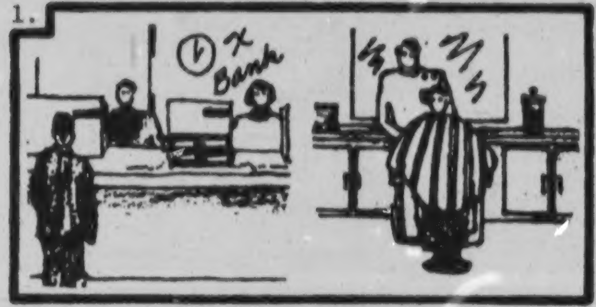
I. and II. Oral Exercises

- -

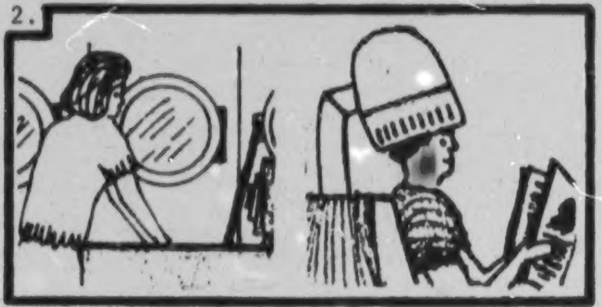
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

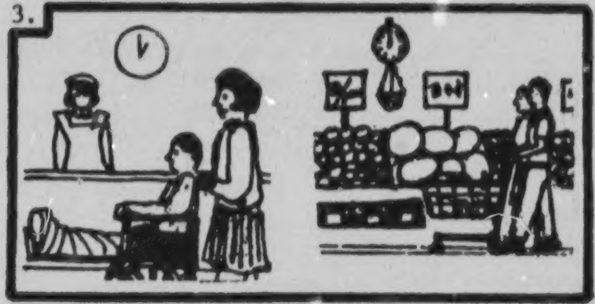
1.



2.



3.



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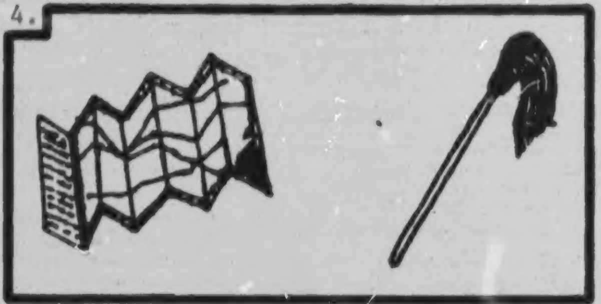

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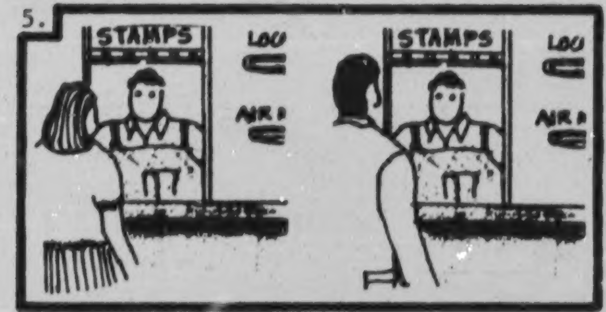

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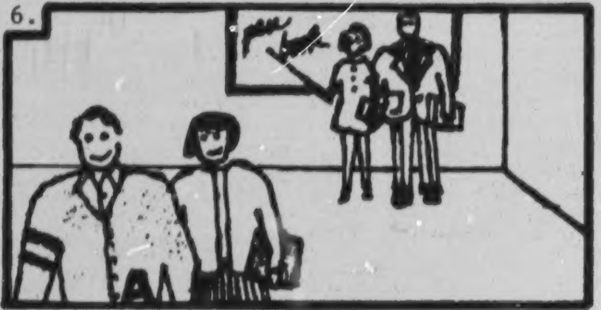

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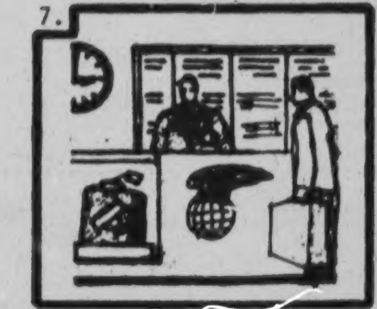
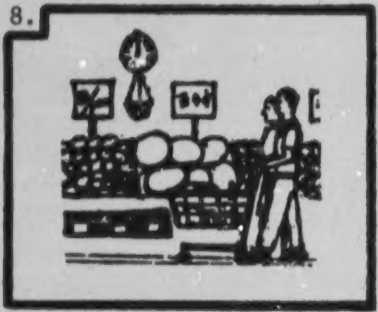


Yes, he is.

No, he isn't.

8.



Yes, they are.

No, they aren't.

IV. READING

Directions: Circle the correct answers.

1. She's ________ the bank.

is

at

to

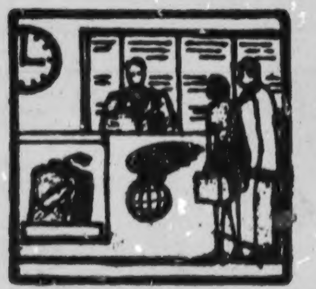
2. He's at the barber ________.

store

office

shop

3.

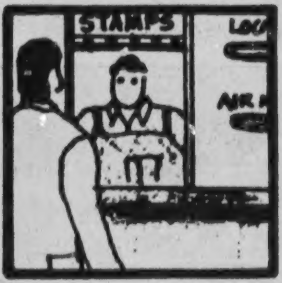


a. They're at the market.

b. They're at the airport.

c. They're at the department store.

4.



a. He's at the post office.

b. He's not at the post office.

c. She's at the post office.

- -

V. WRITING

Directions: Copy the correct answers.

1. Bill: ______________________________
2. Tom: He's __________ the barber shop.
3. Bill: Is Lucy ______________________
4. Tom: No, __________________________
5. Bill: Where ________________________
6. Tom: ______________________________

Answers to Copy

for

at

she is

she isn't

is she

Where's Ben?

She's at the laundromat

They're at the market

at the barber shop

Los Angeles Unified School District
Asian Project - ABE AP-2A0833

LESSON EIGHT - CHINESE SUPPLEMENT
SECTION I: He's at the Bank
SECTION II: He's Here/There

LESSON EIGHT	第八課
SECTION I: HE'S AT THE BANK	第一節：他在銀行
OBJECTIVE	學習目標
In this section you will learn to ask and answer questions about the locations of people.	在這一節裡，你們要學習各種塲所及地點的問答。

THE DIALOGUE	對話
Sue: Are Tom and Ann at the post office?	Ann和Tom在郵局嗎？
John: No, they aren't.	不在。
Sue: Where are they?	他們在那裡？
John: They're at the market.	他們在市塲（或"孖結"）

SECTION II: HE'S HERE/THERE	第二節：他在這裡/那裡
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一、練習發音
2. Learn to use the words "here" and "there".	二、學習"here"（這裡）和"there"（那裡）的用法。

THE DIALOGUE 對話

Tom:	Where's the nurse?	護士在那裡?
Ann:	She's here.	他在這裡。
Tom:	Where's the doctor?	醫生在什麼地方?
Ann:	He's there.	他在那裡。

NOTES 應注意事項

At is usually used:	"at" 略等於中文的"在",用來:
1) to indicate a specific location,	一、指示明確的地點。
2) when the name of a street is preceded by a number.	二、指示有門牌號數的地址。
(Note that at never precedes here or there.)	例外:在 "here" 和 "there" 之前,不用介詞 "at"。

Los Angeles Unified School District
Asian Project - ABE
AP-210943

LESSON NINE - LESSON GUIDE
SECTION I: Where Are My Shoes?
SECTION II: It's a Kitchen

LESSON NINE

OBJECTIVES

Listening Comprehension: Student will be able to identify common objects such as a wallet and a purse, as well as some pieces of furniture in a bedroom and a kitchen, and discriminate among the locations specified by the prepositions in, on, and under by pointing to these objects in specific locations.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Give an appropriate response upon being asked the location of objects in the bedroom and kitchen.
3. Ask "wh" questions and "yes-no" questions and give responses using locative phrases with in, on, and under.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Is my purse/Are my shoes in the bedroom?
on the chair?
under the table?

Oh, yes, here it is/they are.
there it is/they are.

Review: Where's my/her/the purse?
Where is it?
Where are my glasses?

What's this/that? It's a bed/chair.

INSTRUCTIONAL AIDS

Drill pictures:

P83 - a wallet and in the purse
P84 - on the table
P85 - under the table
P86 - a bedroom
P87 - Dialogue (Where are my shoes?)
P88 - Facial diagram: /æ/ and /ɛ/
P89 - a kitchen

Transparencies: T32 - Prepositions: in the purse, on the table, under the table
T33 - a bedroom
T34 - Dialogue (Where are my shoes?)
T35 - Pronunciation: /æ/ - /ɛ/ (man - men)
T36 - a kitchen

Student handouts: Student leaflet
Student evaluation form

Lesson guides: Evaluation form

- -

STRUCTURAL NOTES

1. Some locative prepositions in English do not have a one-to-one equivalency in any of the four Asian languages. In most cases there is only one form in these languages to equate with two or more prepositions in English. The following chart illustrates the Asian students' problem with the English preposition "at" as in the prepositional phrase: at the bank.

English	at	the bank	
Chinese	in/at	bank	
Japanese		bank	in/at
Korean		bank	in/at
Tagalog	in/at	bank	
Spanish	in	the bank	

2. The chart below illustrates the contrasting word order of the locative phrase in the closet. Note that when referring to specific locations, Chinese speakers use specific prepositions like inside or outside in addition to the prepositions in or at, and put them after the noun.

English	in	the closet		
Chinese	in/at	closet	inside	
Japanese		closet	(of) inside	in/at
Korean		closet	inside	in/at

Note also the absence of the article the in the prepositional phrase in the Asian languages.

PRONUNCIATION NOTE

The /æ/ - /ɛ/ distinction is very difficult for speakers of Chinese, Japanese, Tagalog, and Spanish to hear and produce. Chinese students tend to substitute /ɛ/ in place of /æ/, while the Filipino, Japanese, and Spanish students tend to substitute /a/ for /æ/.

SECTION I. WHERE ARE MY SHOES?

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW AND WARM-UP

A. Teacher cues with realia and pictures from previous lessons.

$$\left.\begin{matrix} T \\ St \end{matrix}\right\rangle \text{asks} \; - \; \begin{matrix} Cl \\ Gr \\ St \end{matrix} \Big\rangle \text{answers}$$

B. Suggested items for review:

1. S-1: Where's the doctor?
   S-2: He's at the hospital.

2. S-1: Are they at the market?
   S-2: Yes, they are.

3. S-1: Are they at the post office?
   S-2: No, they aren't.
   S-1: Where are they?
   S-2: They're at the bank.

SECTION I: WHERE ARE MY SHOES?

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The names of objects such as a purse and a wallet, and names of furniture in a bedroom.
2. To ask and answer questions about such places as: in the purse, on the chair, and under the bed.

LISTENING COMPREHENSION

Listening and Identifying

A. Show pictures P83-85 (T32) and identify items and locations - Cl listens

T: This is a wallet.
The money is in the wallet.

B. Hold up the pictures and have students point to the proper picture as you call out locations.

T: The wallet is on the table.
S: (Point to P84.)

OPTIONAL ACTIVITY: Call on volunteers to place their wallets (or any other small item) in the proper locations as you call them out.

T: The wallet is under the table.
S: (Places item there and points to it.)

Listening and Repeating

T models - $\left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ repeats

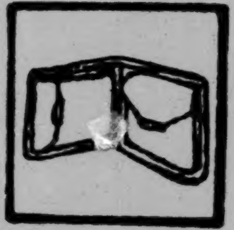
T: Where's the money? It's in the wallet.
S: It's in the wallet.

Answering

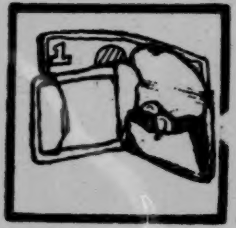
T cues and asks - $\left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ answers

T: Where's the wallet?
S: It's on the table.

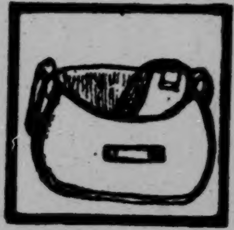
LISTENING COMPREHENSION



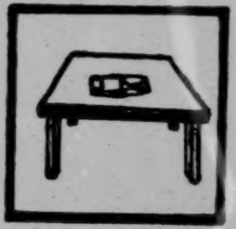
This is a wallet.



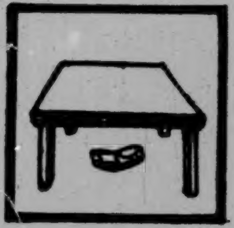
The money is in the wallet.



The wallet is in the purse.



The wallet is on the table.



The wallet is under the table.

Preliminary Activity

A. Show picture P86 (T33) and identify the bedroom and the pieces of furniture.

T models - Cl listens

T: What's this? It's a bedroom.
What's that? It's a bed.

B. T models - Cl
Gr > repeats
St

C. T asks - Cl
Gr > answers
St

T: What's that?
S: It's a bed.

Presenting the Dialogue

A. Show dialogue picture P87 (T34).

1. T models - Cl listens

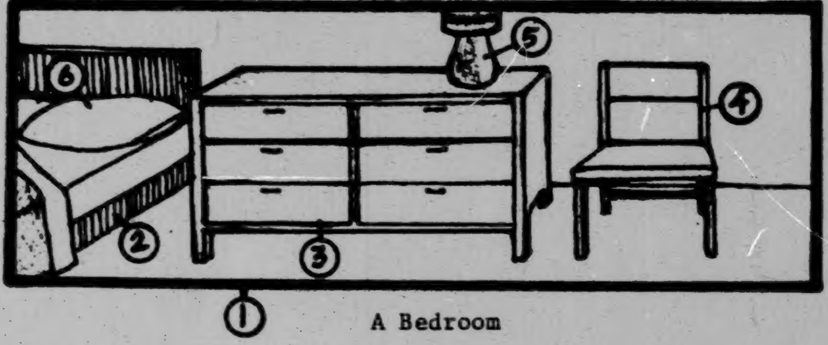
2. T models - Cl
Gr > repeats
St

3. Take roles: T - Cl
Gr - Gr
St - St

B. Show dialogue on board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr > reads



A Bedroom

1. What's this?
It's a bedroom.

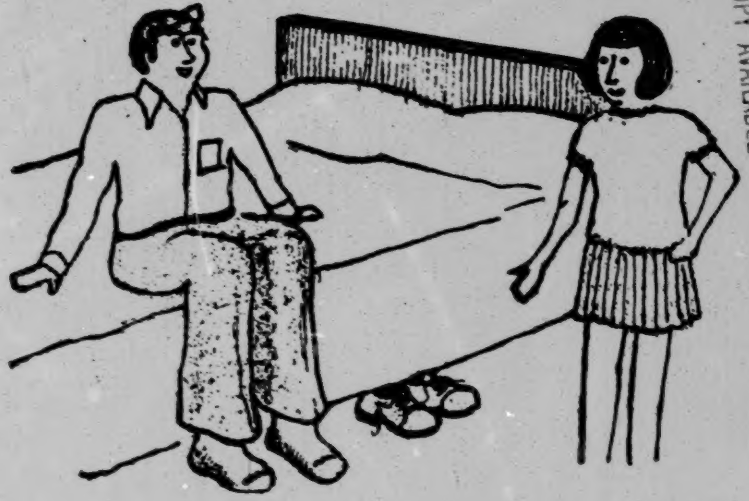
2. What's that?
It's a bed.

3. What's that?
It's a dresser.

4. What's that?
It's a chair.

5. What's that?
It's a lamp.

6. What are those?
They're pillows.



3. Take roles:
T - Cl
Gr - Gr
St - St

Bill: Where are my shoes?
Kay: They're under the bed.
Bill: Oh, yes. Here they are!
Where are my glasses?
Kay: They're on your head!

PRACTICE

"They're under the chair"

A. Substitution Drill

T cues with bedroom picture
- Cl / Gr / St > responds

T: They're under the chair
dresser
bed

B. Answer Drill

T asks - Cl / Gr / St > answers

T: Where are the shoes?
S: They're under the chair.

"Where's the lamp?"

A. Substitution Drills

T cues - Cl / Gr / St > responds

PRACTICE

"Where's the lamp?"

A. Substitution Drills

1. T: Where's the lamp?	S: Where's the lamp?
money	Where's the money?
wallet	Where's the wallet?
bed	Where's the bed?
dresser	Where's the dresser?

T cues: Gr \ St > asks - Gr \ St > answers

OPTIONAL ACTIVITY: My, your, his, and her drills can be conducted with these sentences.

"Here/There it is!"

A. Repetition Drill

T cues with pictures - Cl answers, then repeats

T: (Show the wallet picture P83.)
Where's the money?
S: It's in the wallet.
T: Oh, yes. Here it is! Repeat.
S: Oh, yes. Here it is!

B. Response Drill

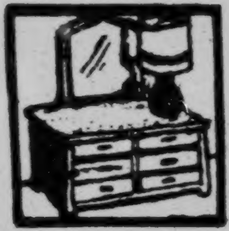
S-1 asks - S-2 answers - S-1 responds

OPTIONAL EXERCISES:

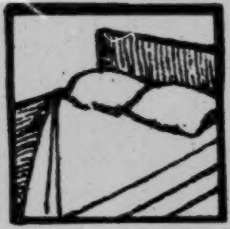
1. Use objects in the classroom as cues.
2. S-1: Where's the money?
S-2: There it is! It's in the wallet!

T:	S:
2. T: Where are the shoes?	S: Where are the shoes?
pillows	Where are the pillows?
glasses	Where are the glasses?
chairs	Where are the chairs?

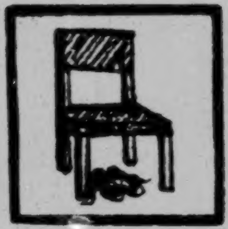
B. Question and Answer Drill



1. S-1: Where's the lamp?
S-2: It's on the dresser.

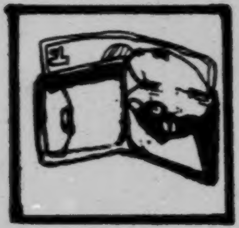


2. S-1: Where are pillows?
S-2: They're on the bed.

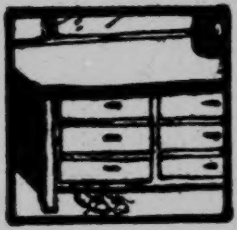


3. S-1: Where are the shoes?
S-2: They're under the chair.

"Here/There it is!"



4. S-1: Where's the money?
S-2: It's in the wallet.
S-1: Oh, yes. Here it is!



5. S-1: Where are the shoes?
S-2: They're under the dresser.
S-1: Oh, yes. There they are!

MINI-DIALOGUES

Use objects in the classroom as cues, and lead students into conversation with each other.

OPTIONAL ACTIVITY: Practice this dialogue, using people in the room and in pictures.

S-1: Where's the teacher?
S-2: She's in the classroom.
S-1: Oh, yes. Here she is!

READING

[NOTE: Have students open their student leaflets at this time.]

A , B , C , and D. Have students follow the directions as noted in the student leaflet.

E. Have students read the paragraph.

1. T reads - Cl reads silently
2. T reads - Cl, Gr, St > reads
3. Alternate sentences:
   T - Cl
   Gr - Gr
   St - St

MINI-DIALOGUES

Ask each other questions about objects in the classroom.

1. S-1: Where's my notebook?
   S-2: It's on your desk.
   S-1: Oh, yes. Here it is!

2. S-1: Where are my glasses?
   S-2: They're in your purse.
   S-1: Oh, yes. There they are!

3. S-1: Where's my pen?
   S-2: It's under your book.
   S-1: Oh, yes. Here it is!

4. S-1: Where's my watch?
   S-2: It's under your notebook.
   S-1: Oh, yes. Here it is!

READING

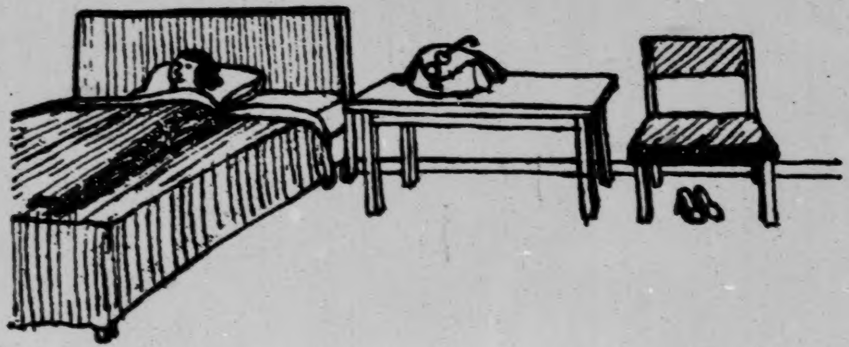
A. Read the sentences about the locations of objects on page 1.

B. Read the sentences about the bedroom on page 2.

C. Read the Practice exercises on page 3.

D. Read the Mini-dialogues on page 4.

E. Read this paragraph:



Kay is in her bedroom. She's in her bed and her pillow is under her head. Her glasses are in her purse. It's on the table. Her shoes are under the chair.

WRITING

Have the class write the answers to the questions about the story in Reading.

WRITING

Write the answers to the questions about the story in Reading.

1. Where's Kay? ______________________________
2. Are her glasses on the chair? ________________
3. Where are her glasses? ______________________
4. Where's her purse? __________________________
5. Are her shoes under the bed? ________________
6. Where are they? _____________________________

SECTION II: IT'S A KITCHEN

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: IT'S A KITCHEN

OBJECTIVES

In this section you will:

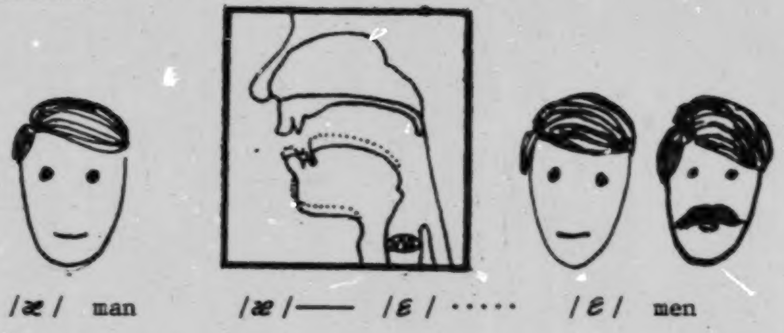
1. Practice pronunciation.
2. Learn the names and locations of objects in a kitchen.

PRONUNCIATION

Give students practice in discriminating between the sounds of /æ/ as in "man" and /ɛ/ as in "men" in both listening and production.

1. Point to a male student and say "man."
2. Point to a group of male students and say "men."
3. Indicate that "man" is #1 and "men" #2. Have the students hold up 1 finger when you say "man" and 2 fingers when you say "men."
4. Using the facial diagram P88 (T35), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.
5. T models exercise - Cl / Gr / St > repeats

PRONUNCIATION



man

the man

See the man.

Hello, Dan.

Where's Ann?

men

the men

See the men.

Hello, Ben.

She's in bed.

LISTENING COMPREHENSION

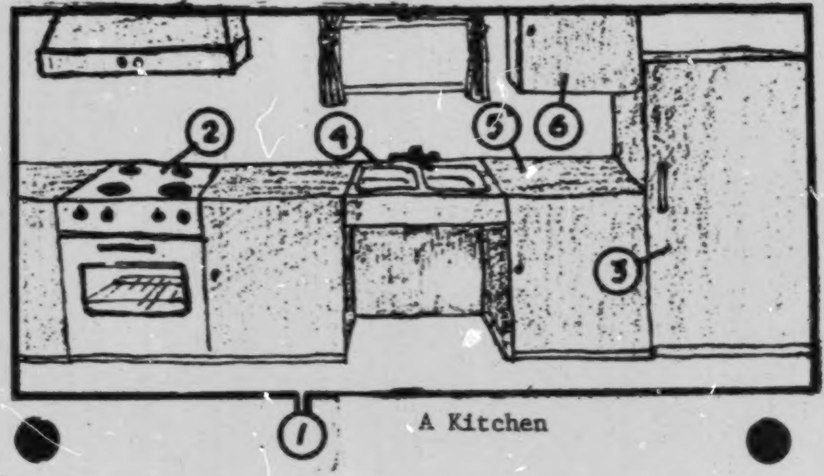
Listening

Show the picture of a kitchen (P89 or T36) and identify the items.

T models - Cl listens

T: This is a kitchen.
That's a stove.

LISTENING COMPREHENSION



A Kitchen

Listening and Repeating

T models - Cl
Gr > repeats
St

T: It's a stove.

Identifying

T asks - Cl
Gr > answers
St

T: What's that?
S: It's a stove.

1. What's this?
It's a kitchen.
2. What's that?
It's a stove.
3. What's that?
It's a refrigerator.
4. What's that?
It's a sink.
5. What's that?
It's a counter.
6. What's that?
It's a cabinet.

A READING LESSON

A. T reads - Cl reads silently

B. T reads - Cl
Gr > reads
St

C. Alternate lines: T - Cl
Gr - Gr
St - St

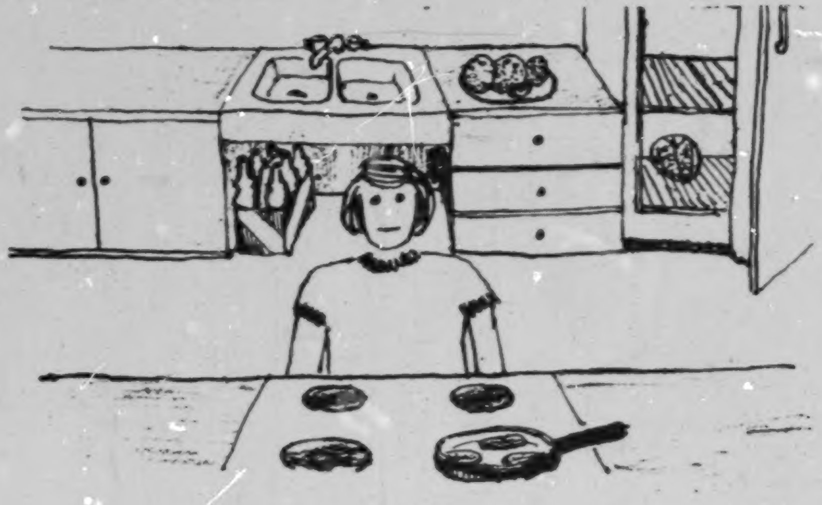
D. Ask "where" and "yes-no" questions about the story.

T
St > asks - Cl
Gr > answers
St

T: Where are the hamburgers?
S: They're on the stove.

T: Is the cabbage in the refrigerator?
S: Yes, it is.

A READING LESSON



Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

CONTROLLED CONVERSATION

[NOTE: Students will not use their leaflets for this exercise.]

The Kitchen and the Bedroom

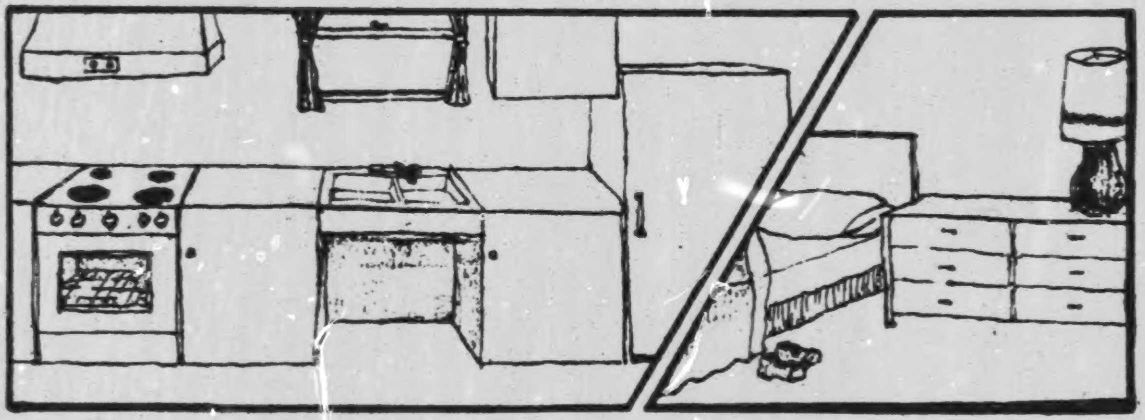
Cue with pictures of the kitchen and the bedroom (P86 and P89) for this exercise.

$T \searrow$ / $St \rightarrow$ asks - Cl / Gr / St $\rangle$ answers

CONTROLLED CONVERSATION

[NOTE: Put away your leaflet for this exercise.]

The Kitchen and the Bedroom



1. S-1: Where's the stove?
   S-2: It's in the kitchen.
2. S-1: Is the sink in the kitchen?
   S-2: Yes, it is.
3. S-1: Where's the lamp?
   S-2: It's in the bedroom.
4. S-1: Are the shoes in the bedroom?
   S-2: Yes, they are.

- -

READING

[NOTE: Have the students reopen their leaflets at this time.]

Have the students follow the directions as noted in the student leaflet.

READING

A. Read the sentences about the kitchen on page 6.

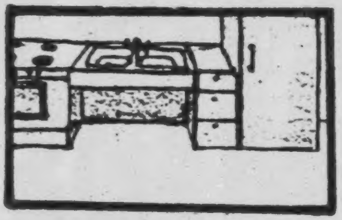
B. Read the questions and answers in the Controlled Conversation on page 6.

WRITING

Have the students do the writing exercises as noted in the student leaflet.

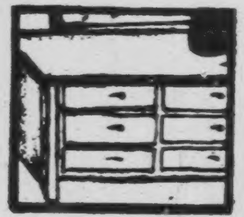
WRITING

A. Write the correct questions or answers for the pictures.



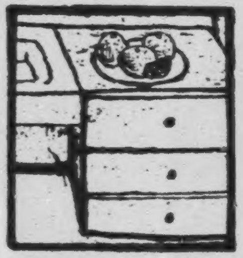
1. Where's the sink?

______



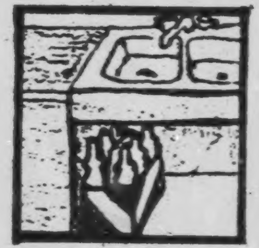
2. ______

It's in the bedroom.



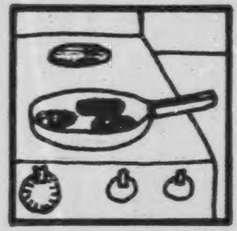
3. ______

They're on the counter.



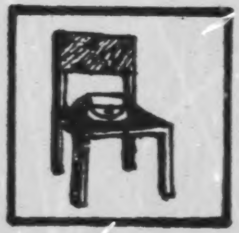
4. Are the soft drinks under the sink?

______



5. Are the hamburgers on the table?

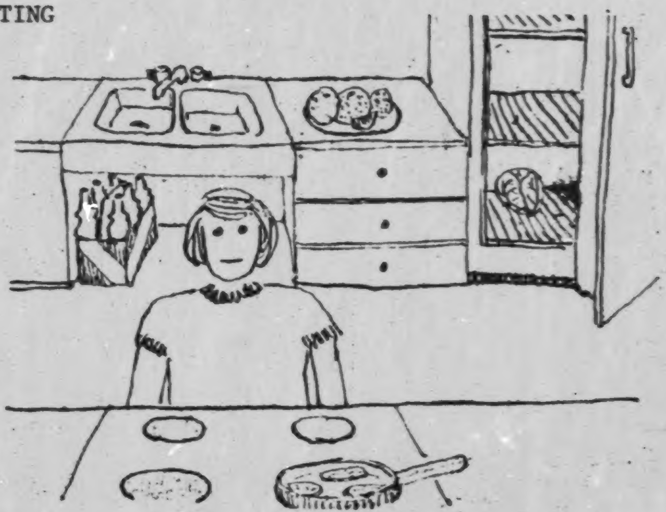
______



6. ______

Yes, it is.

WRITING



B. 1. Where's Kay?

2. Is the cabbage on the counter?

3. Where are the hamburgers?

4. Are the soft drinks in the refrigerator?

5. Where are they?

Los Angeles Unified School District
Asian Project - ABE
AP-2000943

LESSON NINE - STUDENT LEAFLET
SECTION I: Where Are My Shoes?
SECTION II: It's a Kitchen

LESSON NINE

SECTION I: WHERE ARE MY SHOES?

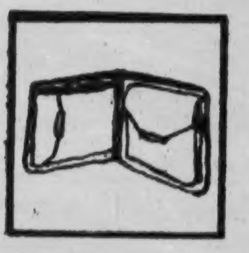
OBJECTIVES

In this section you will learn:

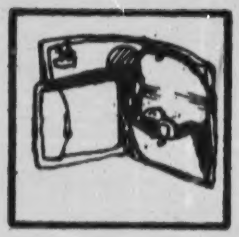
1. The names of objects such as a purse and a wallet, and of furniture in a bedroom.
2. To ask and answer questions about places such as: in the purse, on the chair, under the bed, etc.

- -

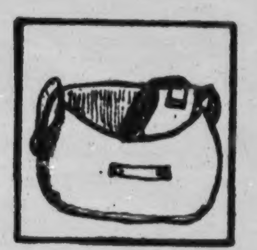
LISTENING COMPREHENSION



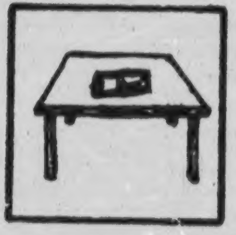
This is a wallet.



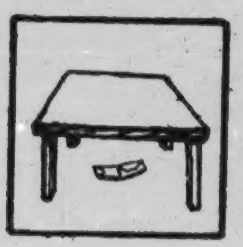
The money is in the wallet.



The wallet is in the purse.



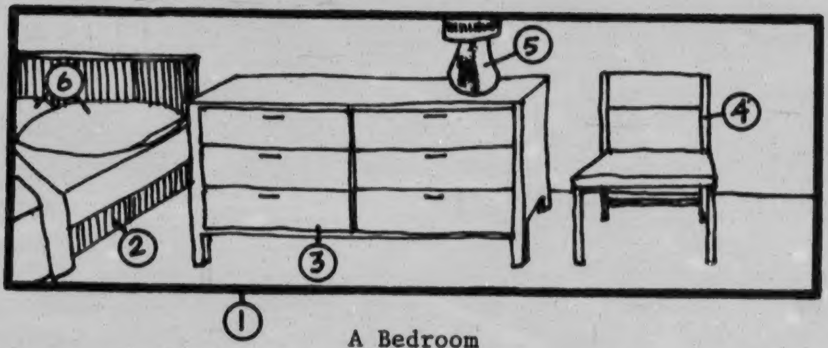
The wallet is on the table.



The wallet is under the table.

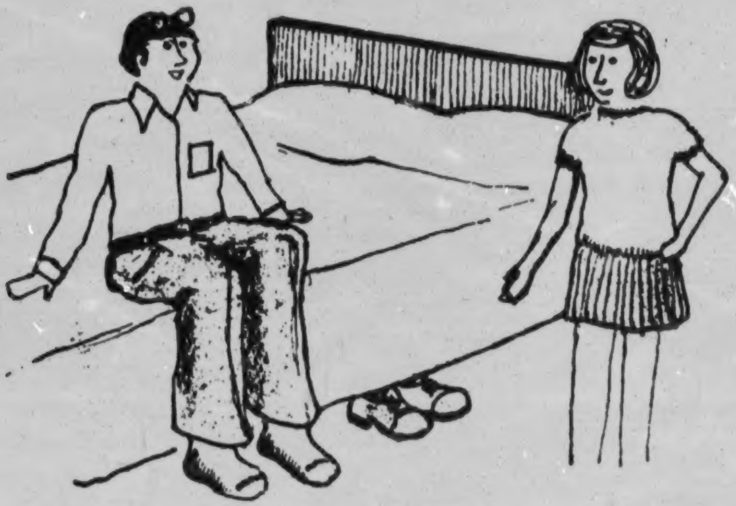
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



A Bedroom

1. What's this?
   It's a bedroom.
2. What's that?
   It's a bed.
3. What's that?
   It's a dresser.
4. What's that?
   It's a chair.
5. What's that?
   It's a lamp.
6. What are those?
   They're pillows.



Bill: Where are my shoes?

Kay: They're under the bed.

Bill: Oh, yes. Here they are!
Where are my glasses?

Kay: They're on your head!

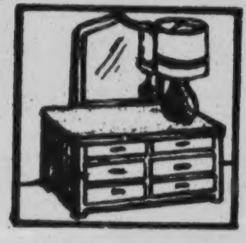
PRACTICE

"Where's the lamp?"

A. Substitution Drills

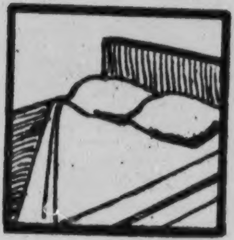
1. T: Where's the lamp?	S: Where's the lamp?
money	Where's the money?
wallet	Where's the wallet?
bed	Where's the bed?
dresser	Where's the dresser?
2. T: Where are the shoes?	S: Where are the shoes?
pillows	Where are the pillows?
glasses	Where are the glasses?
chairs	Where are the chairs?

B. Question and Answer Drill



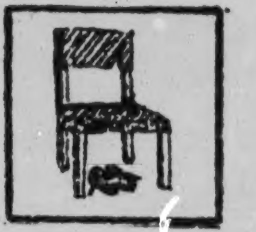
1. S-1: Where's the lamp?

S-2: It's on the dresser.



2. S-1: Where are the pillows?

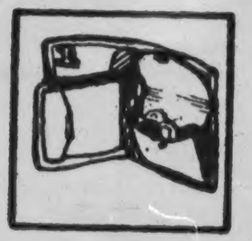
S-2: They're on the bed.



3. S-1: Where are the shoes?

S-2: They're under the chair.

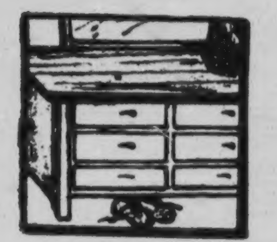
"Here/There it is!"



4. S-1: Where's the money?

S-2: It's in the wallet.

S-1: Oh, yes. Here it is!



5. S-1: Where are the shoes?

S-2: They're under the dresser.

S-1: Oh, yes. There they are!

MINI-DIALOGUES

Ask each other questions about objects in the classroom.

1. S-1: Where's my notebook?
   S-2: It's on your desk.
   S-1: Oh, yes. Here it is!

2. S-1: Where are my glasses?
   S-2: They're in your purse.
   S-1: Oh, yes. There they are!

3. S-1: Where's my pen?
   S-2: It's under your book.
   S-1: Oh, yes. Here it is!

4. S-1: Where's my watch?
   S-2: It's under your notebook.
   S-1: Oh, yes. Here it is!

- -

READING

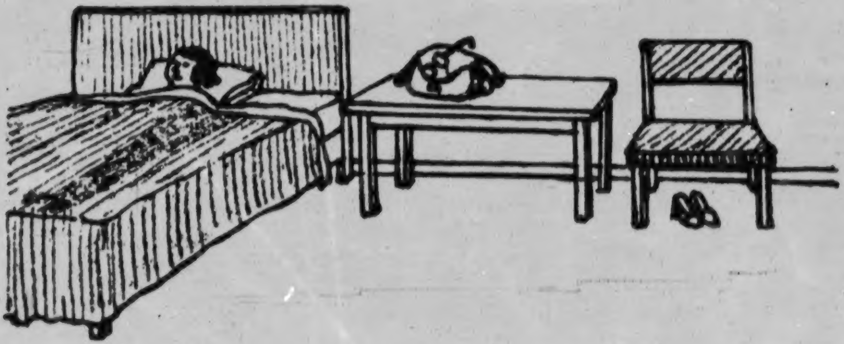
A. Read the sentences about the locations of objects on page 1.

B. Read the sentences about the bedroom on page 2.

C. Read the Practice exercises on page 3.

D. Read the Mini-dialogues on page 4.

E. Read this paragraph:



Kay is in her bedroom. She's in her bed and her pillow is under her head. Her glasses are in her purse. It's on the table. Her shoes are under the chair.

- -

WRITING

Write the answers to the questions about the story in Reading.

1. Where's Kay? ____
2. Are her glasses on the chair? ______________________________
3. Where are her glasses? ____________________________________
4. Where's her purse? ____
5. Are her shoes under the bed? _______________________________
6. Where are they? ____

SECTION II: IT'S A KITCHEN

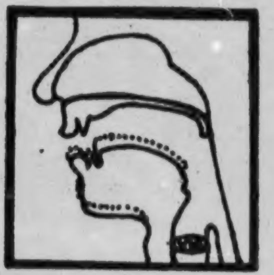
OBJECTIVES

In this section you will:

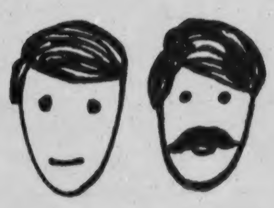
1. Practice pronunciation.
2. Learn the names and locations of objects in a kitchen.

PRONUNCIATION

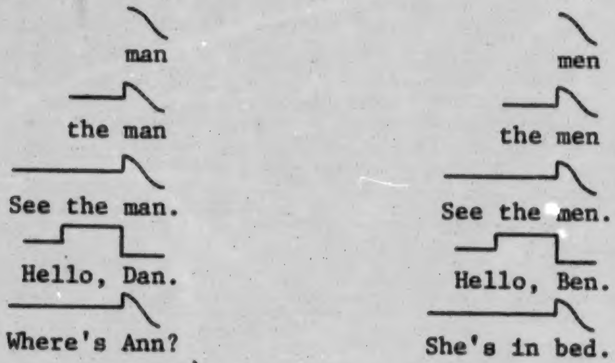
/æ/ man



/æ/—— /ε/ ....



/ε/ men



man — men

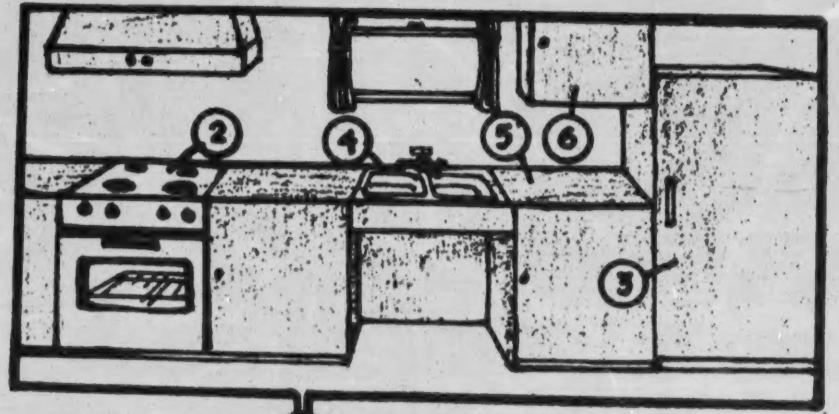
the man — the men

See the man. — See the men.

Hello, Dan. — Hello, Ben.

Where's Ann? — She's in bed.

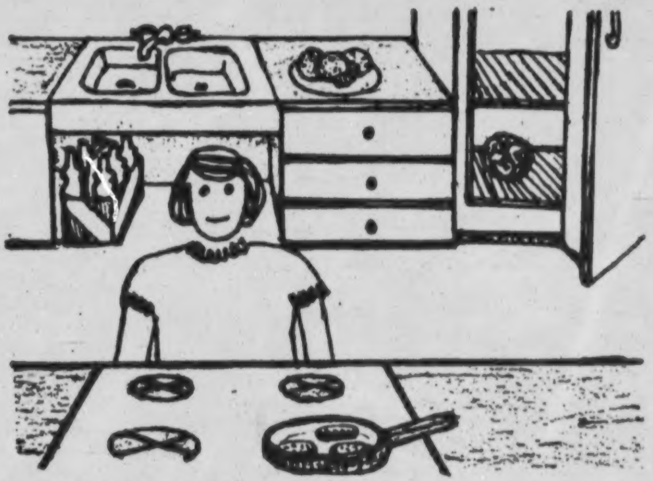
LISTENING COMPREHENSION



① A Kitchen

1. What's this?
   It's a kitchen.
2. What's that?
   It's a stove.
3. What's that?
   It's a refrigerator.
4. What's that?
   It's a sink.
5. What's that?
   It's a counter.
6. What's that?
   It's a cabinet.

A READING LESSON

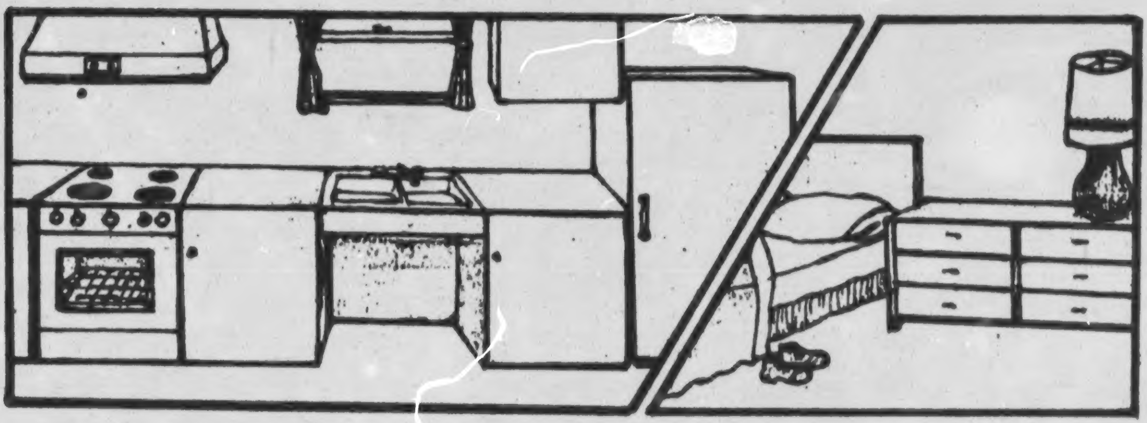


Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

CONTROLLED CONVERSATION

[NOTE: Put away your leaflet for this exercise.]

The Kitchen and the Bedroom



1. S-1: Where's the stove?
   S-2: It's in the kitchen.
2. S-1: Is the sink in the kitchen?
   S-2: Yes, it is.
3. S-1: Where's the lamp?
   S-2: It's in the bedroom.
4. S-1: Are the shoes in the bedroom?
   S-2: Yes, they are.

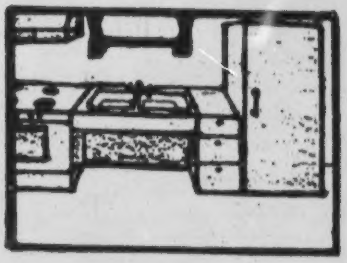
READING

A. Read the sentences about the kitchen on page 6.

B. Read the questions and answers in the Controlled Conversation on page 6.

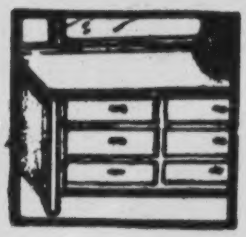
- -

WRITING



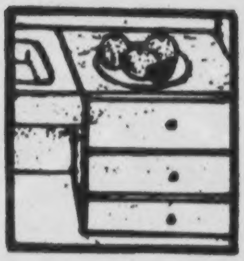
1. Where's the sink?

____



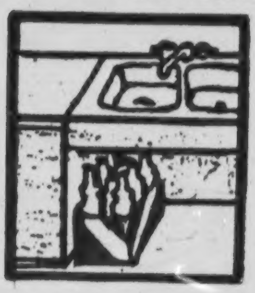
2. ______________________________

It's in the bedroom.



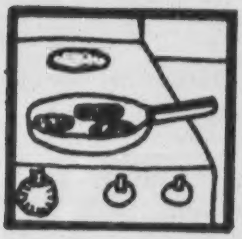
3. ______________________________

They're on the counter.



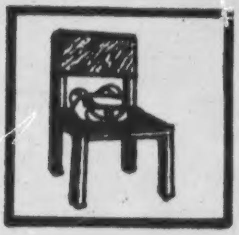
4. Are the soft drinks under the sink?

____



5. Are the hamburgers on the table?

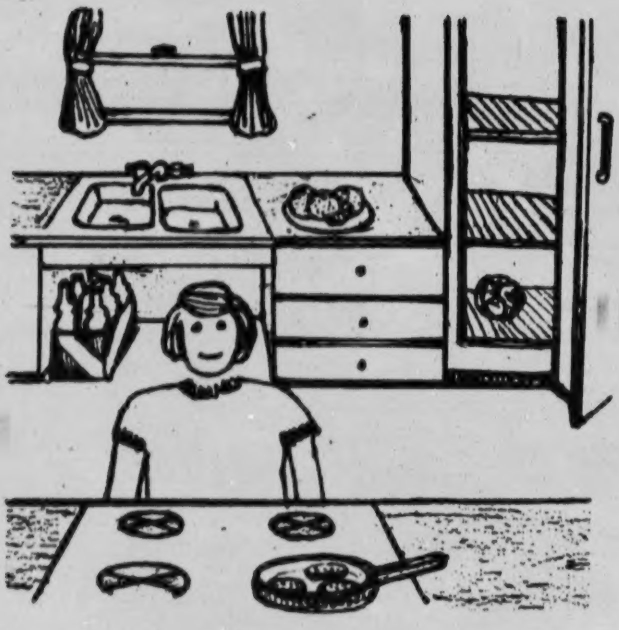
____



6. ______________________________

Yes, it is.

WRITING



B. 1. Where's Kay?

____

2. Is the cabbage on the counter?

____

3. Where are the hamburgers?

____

4. Are the soft drinks in the refrigerator?

____

5. Where are they?

____

LESSON NINE: EVALUATION

EXAMPLE (%)

GROUP	1			
			✓	
	0-50%	50-74%	75-89%	90-100%

I. PRONUNCIATION: Check for stress, intonation, and the /æ/ and /e/ contrasts.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example:

Have students repeat:	GROUP 1				2				3				4				5			
1. Where's the lamp?																				
2. It's on the dresser.																				
3. Is Ann in the bedroom?																				
4. Your glasses are on your head.																				
5. The hamburger is on the stove.																				

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Are these glasses? (Yes, they are/No, they aren't.)	1 2 3 4 5	1 2 3 4 5
2. Is the lamp on the dresser? (Yes, it is/No, it isn't.)	1 2 3 4 5	1 2 3 4 5
3. Where are the shoes? (They're under the bed.)	1 2 3 4 5	1 2 3 4 5
4. (Have S ask question using "Where")	1 2 3 4 5	1 2 3 4 5
5. (Have S ask question using "Is/Are")	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answers on their sheets.

1. The money is in the wallet.
2. The shoes are under the dresser.
3. The wallet is on the table.
4. Where are the pillows?
5. Where's the sink?
6. Are the soft drinks in the refrigerator?

IV. READING — Directions: Have students do the Reading and Writing on the Student Evaluation Form.

V. WRITING

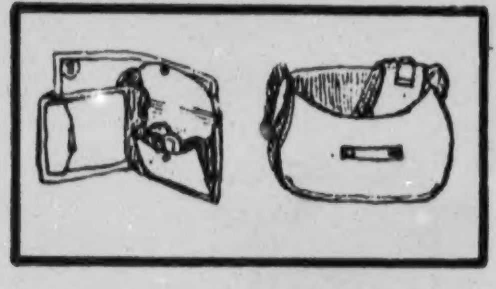
LESSON NINE: STUDENT EVALUATION FORM

I and II. Oral Exercises

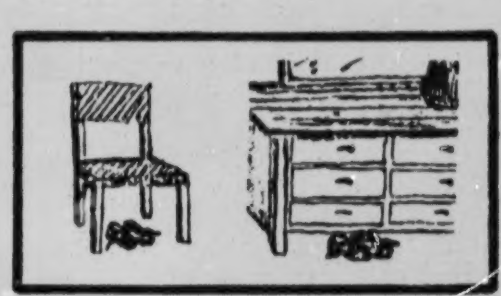
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

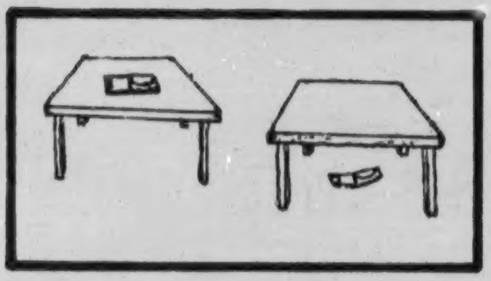
1.



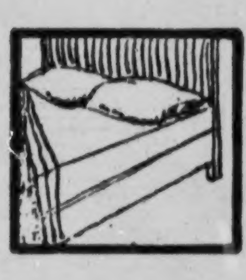
2.



3.



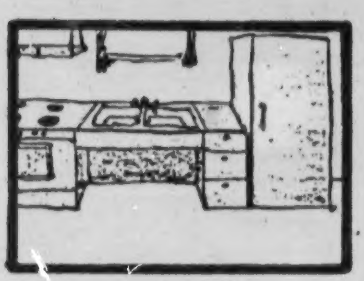
4.



On the bed.

Under the bed.

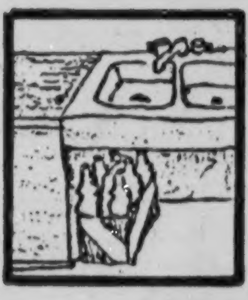
5.



In the kitchen.

In the bedroom.

6.



Yes, they are.

No, they aren't.

IV. READING

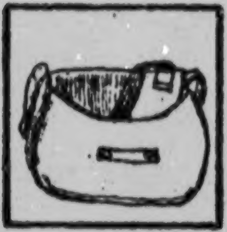
Directions: Circle the correct answers.

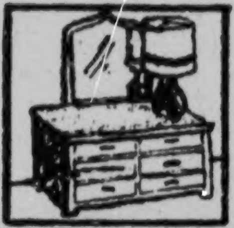
1. My wallet is ________ my purse.

in

on

under





2. The lamp is ________ the dresser.

in

on

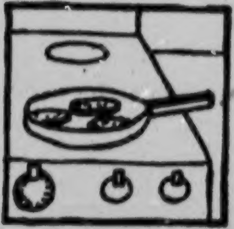
under

3. The hamburgers are ________ the stove.

in

on

under



- -

V. WRITING

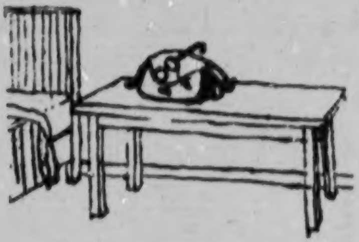
Directions: Write the missing lines in the dialogues.

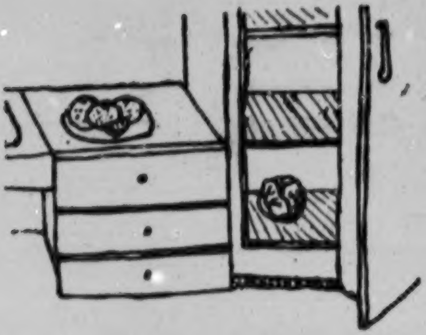
1. Kay: Where are my glasses?

Bill: ______________________________

Kay: ______________________________

Bill: It's on the table.





2\.

Bill: ______________________________

Kay: They're on the counter.

Bill: ______________________________

Kay: It's in the refrigerator.

LESSON NINE

第九課

SECTION I: WHERE ARE MY SHOES?

第一節：我的鞋在那裡？

OBJECTIVES

學習目標

In this section you will learn:

1. The names of objects such as a purse and a wallet, and of furniture in a bedroom.
2. To ask and answer questions about places such as: in the purse, on the chair, under the bed, etc.

在這一節你們要學習：

一）一些物件的名稱，如：錢包，皮夾子和臥房的傢具。

二）有關位置的問答，譬如：在錢包裡，在椅子上，在床下等。

THE DIALOGUE

對話

Bill:	Where are my shoes?	我的鞋在那裡？
Kay:	They're under the bed.	在床底下。
Bill:	Oh, yes. Here they are!	噢，对了，是在這裡。
	Where are my glasses?	我的眼鏡在那裡？
Kay:	They're on your head!	在你頭上！

SECTION II: IT'S A KITCHEN

第二節：厨房

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn the names and locations of objects in a kitchen.

在這一節裡，你們要：

一）練習發音

二）學習一些厨房物件的名稱及其位置。

A READING LESSON

Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

閱讀課文

Kay在廚房裡。牛肉餅麵包在爐灶上。捲心菜在電冰箱裡。橘子在櫃台上。冷飲在洗滌盤底下。

NOTES:

1. "Money"is a mass noun. It is used in singular form.
2. Where's is pronounced as wherz. What's is pronounced as whats.
3. "Here/There it is!" is an idiomatic expression.

應注意事項

一)"錢"是集合詞,只用於単數。

二) where's 的尾音是 z。

what's 的尾音是 s。

三) "Here/There it is"是英文成語,是"在這/那裡"的意思。

Los Angeles Unified School District
Asian Project - ABE
AP-211043

LESSON TEN - LESSON GUIDE
SECTION I: The Family; Review
SECTION II: At School; Review

LESSON TEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify family relationships within the immediate family.
2. Recognize the numerals from 1 to 100.

Listening and Speaking: Student will be able to:

1. Ask and answer "who" questions about family members.
2. Give family relationships using the noun possessive ('s).
3. Make grammatically correct statements about locations such as at school, at home, and at work.
4. Use the numerals from 1 to 100 in answering "How much?" questions.
5. Perform the above with acceptable pronunciation as judged by the teacher.

Reading and Writing: Student will be able to:

1. Read and write the numerals from 1 to 100.
2. Read and write the sentences in the lesson

SYNOPSIS OF STRUCTURES

New:	Who's Mr. Kim?	He's the father/husband. Lucy's father/Mrs. Kim's husband
	Who is he/she?	
Review:	Is he/she the father?	Yes, he/she is.
	Mrs. Kim his/her mother?	No, she isn't.
	Where is he/she/Tom?	He's/She's at home.
	are they?	They're at work/at school.
	How much is it?	It's 17 cents.

INSTRUCTIONAL AIDS

Drill pictures:
P90 - the Kim family
P91 - husband and wife
P92 - father and son
P93 - mother and daughter
P94 - brother and sister
P95 - Dialogue (This is my wife)
P96 - Dialogue (Is your husband at home?)
P97 - at home

Also:
P9 - at home (a housewife)
P13 - at work (a salesman)
P44-48 - coins
P49-52 - vending truck items
P57-[illegible] - produce items
P72-79 - locations

Transparencies:
T37 - the Kim family; husband and wife; father and son; mother and daughter; brother and sister
T38 - Dialogue (This is my wife)
T39 - Dialogue (Is your husband at home?)
T40 - at home, at work, at school

Student handouts:
Student leaflets
Student evaluation form

Lesson Guide:
Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Statements such as "He is the brother" and "She is the sister" would ordinarily be expressed as "He is the 'older brother' (or 'younger brother')" and "She is the 'older sister' (or 'younger sister')" by the Chinese, Japanese, and Koreans. Tagalog contains a general term which is more or less equivalent to "sibling," and the gender is indicated by the gender word. Thus the Filipinos say "male sibling" for "brother" and "female sibling" for "sister."

2. The possessive ('s) construction is relatively easy for the Asian students because it is similar to that in their languages. The following points, however, will need to be brought to their attention.

   a. The pronunciation of the possessive ('s) as /s/, /z/, or /ɪz/, depending on the final endings of the individual words.

   b. The syntactic difference between the /'/ used as the abbreviation form for "is" and the /'/ used as the possessive marker.

3. The four Asian languages express the numerals 20, 30, 40, etc. in the following way: two ten, three ten, four ten, etc.

4. Note the patterns for the who-question constructions in the four Asian languages, as compared to those in English and Spanish.

English	Who	is	Joe ?
Chinese	Joe	is	who ?
Japanese	Joe + subject particle	who	is + question particle
Korean	Joe + subject particle	who	is + question particle
Tagalog	Who	article	Joe ?
Spanish	¿ Who	is	Joe ?

SECTION I: THE FAMILY
REVIEW

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I: THE FAMILY
REVIEW

OBJECTIVES

In this section you will:

1. Learn to ask and answer questions about your family.
2. Review what you learned in Lessons 6-9.

LISTENING COMPREHENSION

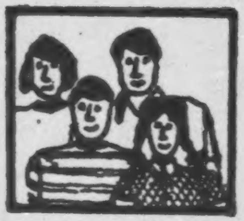
Listening

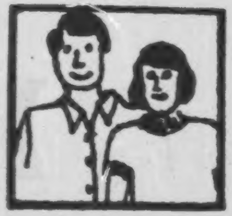
Show the pictures of the Kim family and identify each member (P90-94 or T37).

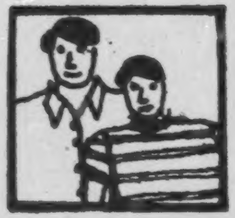
T models - Cl listens

T: This is the Kim family.
This is Mr. Kim. He's the husband.
This is Mrs. Kim. She's the wife.

LISTENING COMPREHENSION


The Kim Family


husband and wife


father and son

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Listening and Identifying

Have the class say "yes" when you identify a member of the family correctly and "no" when you don't.

T: (Show the picture of Mr. and Mrs. Kim.)
Mr. Kim's the husband.
S: Yes.

T: Mrs. Kim's the daughter.
S: No.

PRACTICE

"He's the husband"

A. Repetition Drill

T models - Cl
Gr > repeats
St

T: Mr. Kim's the husband.
Mrs. Kim's the wife.

B. Answer Drill

T asks - Cl
Gr > answers
St

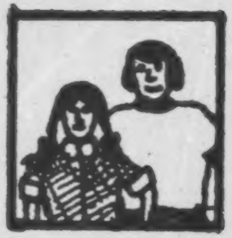
T: Who's Joe?
S: He's the brother.

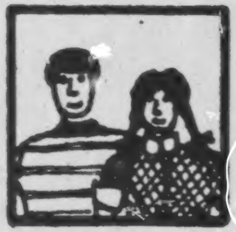
"Who's Mr. Kim?"

A. Repetition Drill

T models question - Cl
Gr > repeats
St

T: Who's Mr. Kim?


mother and daughter


brother and sister

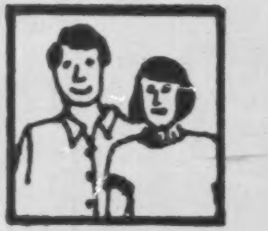
PRACTICE

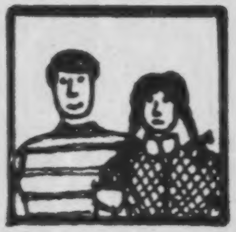
"Who's Mr. Kim?"

B. Question and Answer Drill

T cues: Cl ↘ Gr ↘
St → asks - St → answers

S-1: Who's Mr. Kim?
S-2: He's the husband.



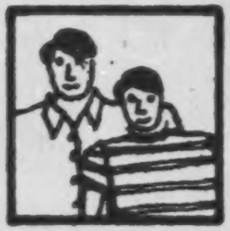


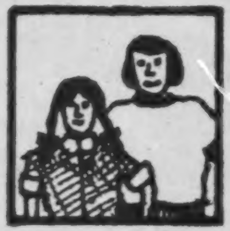
1. S-1: Who's Mr. Kim?
   S-2: He's the husband.

2. S-1: Who's Mrs. Kim?
   S-2: She's the wife.

3. S-1: Who's Joe?
   S-2: He's the brother.

4. S-1: Who's Lucy?
   S-2: She's the sister.





5. S-1: Who's Mr. Kim?
   S-2: He's the father.

6. S-1: Who's Joe?
   S-2: He's the son.

7. S-1: Who's Mrs. Kim?
   S-2: She's the mother.

8. S-1: Who's Lucy?
   S-2: She's the daughter.

THE DIALOGUE

Preliminary Activity

Hold up the dialogue picture P95 (T38) and introduce Jim and his family. Use "his" and "her."

T: This is Jim.
Maria's his wife.
Peter's his son.
Rosa's his daughter.

THE DIALOGUE

Presenting the Dialogue

A. Set the scene for the dialogue.

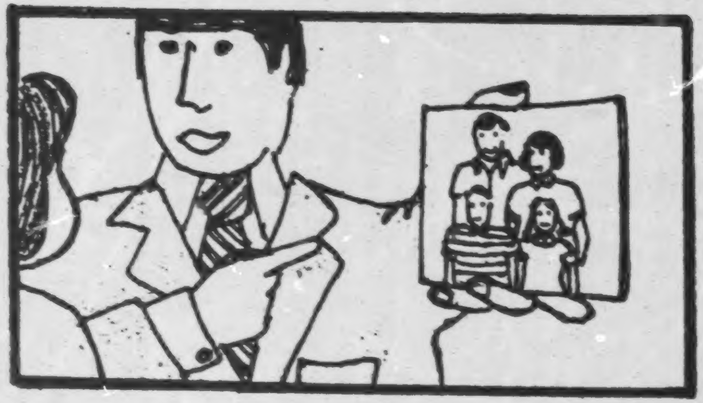
1. T models - Cl listens
2. T models - Cl / Gr / St > repeats
3. Take roles: T - Cl
   Gr - Gr
   St - St

B. Show dialogue on board or overhead.

1. T reads - Cl reads silently
2. T reads - Cl / Gr > reads
3. Take roles: T - Cl
   Gr - Gr
   St - St

OPTIONAL ACTIVITIES:

1. Show a photo of some members of your family and introduce them.
2. Ask for volunteers to bring family pictures to class. Have them introduce the members of their families.



Jim: This is my wife. Her name's Maria.

Sue: Who's he?

Jim: He's Peter. He's my son.

Sue: Is she your daughter?

Jim: Yes, she is. Her name's Rosa.

- -

PRACTICE

"She's Mr. Kim's wife"

A. Repetition Drill

T models - Cl / Gr / St > repeats

T: (Show the Kim family picture and point to Mrs. Kim.)

PRACTICE

"She's Mr. Kim's wife"

She's Mr. Kim's wife.
She's Lucy's mother.
She's Joe's mother.

[NOTE: Show briefly on the blackboard how the noun possessive is formed and contrast with the "She's" contraction.]

B. Answer Drill

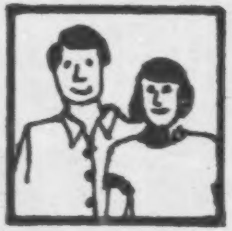
T asks "who" and "yes-no" questions - Cl, Gr, St answers

T: Who's Lucy?
S: She's Joe's sister.

T: Is she Mr. Kim's wife?
S: No, she isn't.

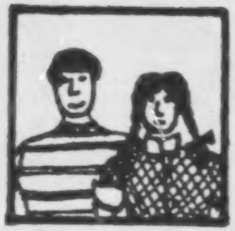
C. Question and Answer Drill

T cues: Gr, St asks - Gr, St answers



1. S-1: Who's Mrs. Kim?
   S-2: She's Mr. Kim's wife.

2. S-1: Who's Mr. Kim?
   S-2: He's Mrs. Kim's husband.



3. S-1: Who's Joe?
   S-2: He's Lucy's brother.

4. S-1: Who's Lucy?
   S-2: She's Joe's sister.

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the exercises as noted in the student leaflet.

READING

A. Read the sentences in the Practice exercises on pages 2 and 3.

B. Present the reading, following the usual procedure.

1. T reads - Cl reads silently

2. T reads - Cl
Gr reads
St

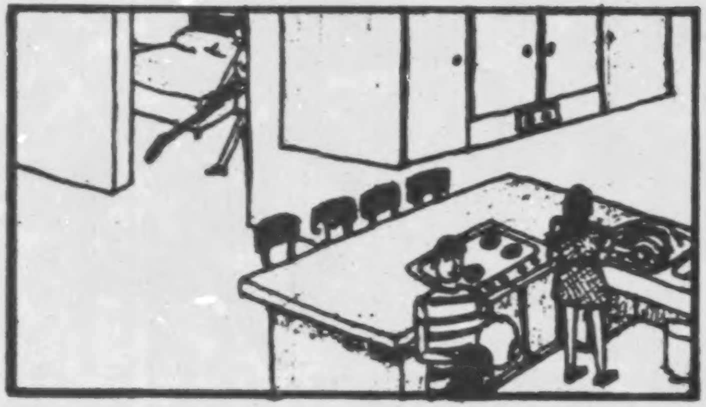
3. Alternate lines: T - Cl
Gr - Gr
St - St

C. Have students read the sentences that answer the questions.

WRITING

Have the students write the answers to the questions about the reading.

B. Read:



Mrs. Kim is Lucy's mother. She's in the bedroom. Lucy and her brother are in the kitchen. Her father is not there. It's Monday. He's at work.

C. Read the answers to the questions about the story above.

1. Who's Mrs. Kim?
2. Where is she?
3. Is Lucy's brother in the bedroom?
4. Where is he?
5. What day is it?
6. Is Lucy's father there?
7. Where is he?

WRITING

Write the answers to these questions about the reading.

1. Where's Mrs. Kim? ____________________
2. Who is she? ____________________
3. Where's Lucy? ____________________
4. Where's Lucy's brother? ____________________
5. What day is it? ____________________
6. Is her father there? ____________________
7. Where is he?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

A. Make simple drawings of three faces on the board (or simply write the three names).

B. Introduce the three people as Ben, Ann, and Tom. Point out and contrast the vowel sounds in their names.

C. T models - Cl/Gr/St > repeats

D. T models exercise - Cl/Gr/St > repeats

THE DIALOGUE

Preliminary Activity

A. Listening

T identifies - Cl listens

T: Mr. Kim's a salesman. He's at work.

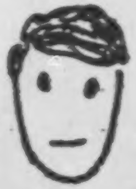
Mrs. Kim's a housewife. She's at home.

OBJECTIVES

In this section you will:

1. Learn to use the expressions "at home," "at work," and "at school."
2. Learn the numbers from 1 to 100.
3. Continue to review lessons 6-9.

PRONUNCIATION

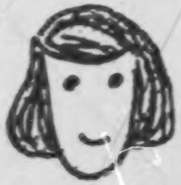


Ben /ɛ/

He's Ben.

a dentist

Ben's a dentist.

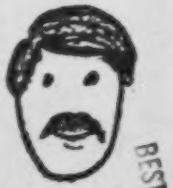


Ann /æ/

She's Ann.

a dancer

Ann's a dancer.



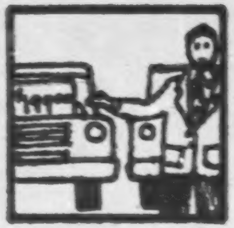
Tom /a/

He's Tom.

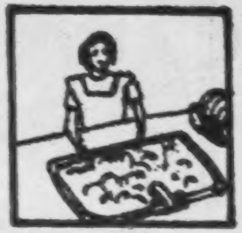
a doctor

Tom's a doctor.

THE DIALOGUE



He's at work.



She's at home.

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B. Repetition Drill

T models - Cl
Gr > repeats
St

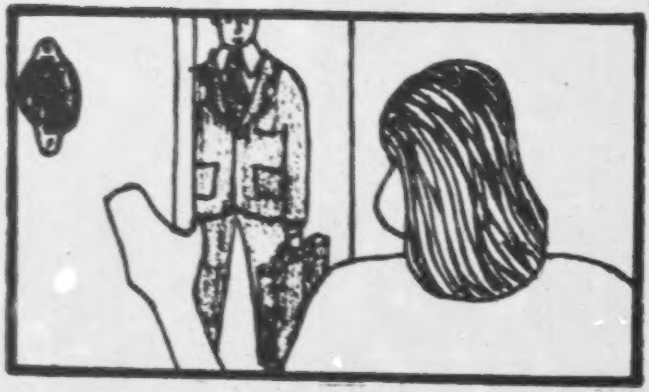
Presenting the Dialogue

A. Show the dialogue picture P96 (T39).

1. T models - Cl listens
2. T models - Cl
Gr > repeats
St
3. Take roles: T - Cl
Gr - Gr
St - St

B. Write the dialogue on the board or overhead.

1. T reads - Cl reads silently
2. T reads - Cl
Gr > reads
St
3. Take roles reading.



Mr. Jones: Is your husband at home?

Mrs. Kim: No, he isn't. He's at work.

Mr. Jones: Where are your children?

Mrs. Kim: They're at school.

PRACTICE

"He's at work"

A. Substitution Drills

T cues - Cl
Gr > responds
St

PRACTICE

"He's at work"

A. Substitution Drills

1. T:	S:
He's at work.	He's at work.
at home	He's at home.
at school	He's at school.
They're	They're at school
She's	She's at school.
at home	She's at home.
at work	She's at work.
He's	He's at work.

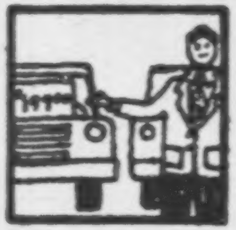
[NOTE: Point out the absence of "the" in the expressions "at home," "at work," and "at school."]

B. Question and Answer Drill

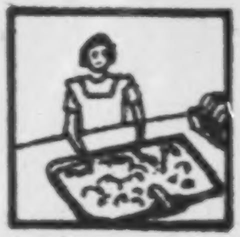
T cues: Gr / St > asks - Gr / St > answers

2. T: He's at the barber shop.	S: He's at the barber shop.
at the post office.	He's at the post office.
at the hospital	He's at the hospital.
at work	He's at work.
at home	He's at home.
at the market	He's at the market.

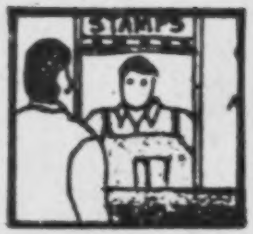
B. Question and Answer Drill



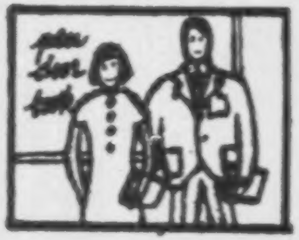
1. S-1: Where is he?
S-2: He's at work.



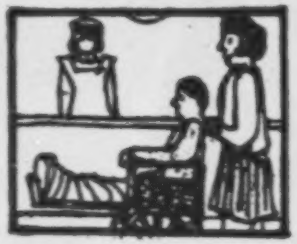
2. S-1: Where is she?
S-2: She's at home.



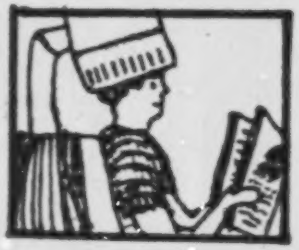
3. S-1: Where is he?
S-2: He's at the post office.



4. S-1: Where are they?
S-2: They're at school.



5. S-1: Where are they
S-2: They're at the hospital.



6. S-1: Where is she?
S-2: She's at the beauty shop.

REVIEW

"How much is a hamburger?"

Use the food drill pictures from lessons 6 and 7 to review.

T cues: T / Gr / St > asks - Cl / Gr / St > answers

"How much is it?"

A. Introduce the numbers from 10 to 20 by writing them on the board and identifying them.

1. T models - Cl repeats
2. T points - Cl / Gr / St > identifies

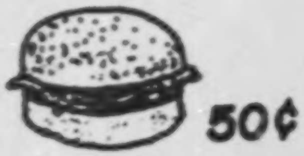
B. Follow the same procedure for:

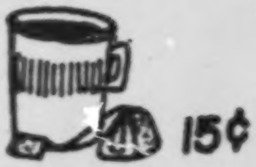
1. the 10's to 100
2. the 5's to 50
3. various assorted numbers from 1 to 100

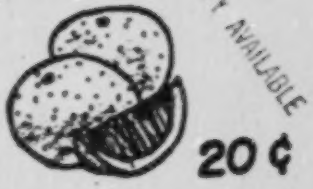
C. T shows combinations of coins and asks - Cl / Gr / St > answers

REVIEW

"How much is a hamburger?"





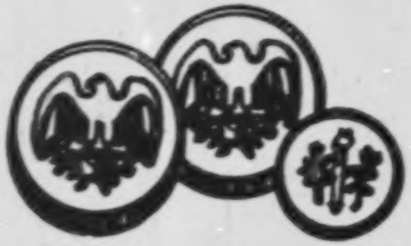


1. S-1: How much is a hamburger?
   S-2: It's 50 cents.

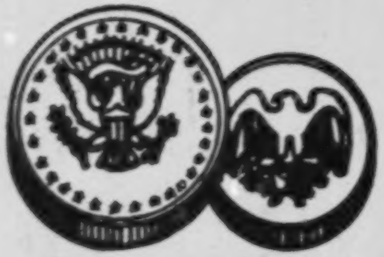
2. S-1: How much is a cup of tea?
   S-2: It's 15 cents.

3. S-1: How much are oranges?
   S-2: They're 20 cents each.

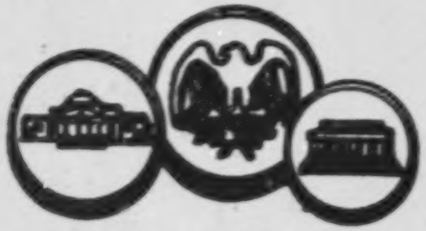
"How much is it?"



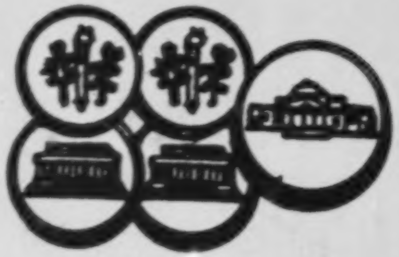
4. S-1: How much is it?
   S-2: It's 60 cents.



5. S-1: How much is it?
   S-2: It's 75 cents.



6. S-1: How much is it?
   S-2: It's 31 cents.



7. S-1: How much is it?
   S-2: It's 27 cents.

READING

[NOTE: Have the students open their leaflets at this time.]

Have the students follow the directions for reading as noted in the student leaflet.

READING

A. Read the exercises in the Practice sections on pages 5 and 6.

B. Read the sentences in the Review section on pages 6 and 7.

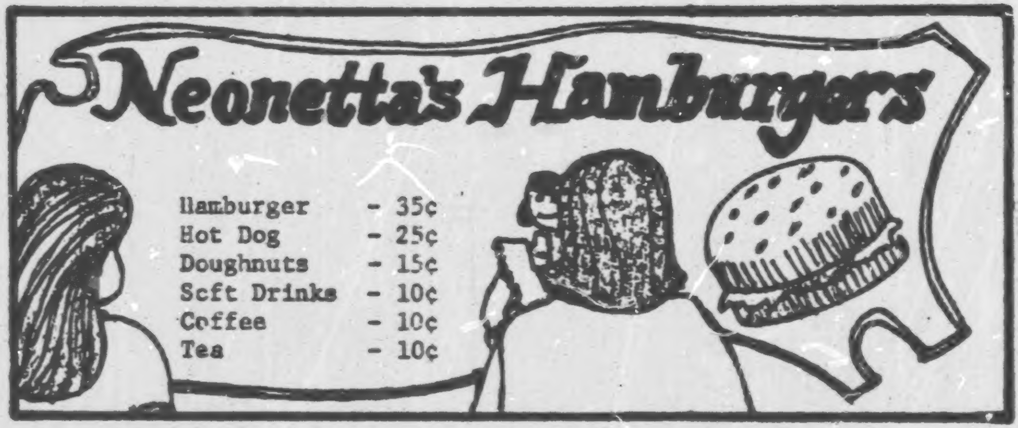
C. Read the following numbers:

13 19 11 17 15 12

25 55 35 75 95 46

40 80 60 30 20 100

D. Read:


Neonetta's Hamburgers
Hamburger - 35¢
Hot Dog - 25¢
Doughnuts - 15¢
Soft Drinks - 10¢
Coffee - 10¢
Tea - 10¢

Mrs. Kim and Lucy are at the hamburger stand.

Have students follow the usual procedure for reading.

1. T reads - Cl reads silently
2. T reads - Cl ↘
   Gr → reads
3. Take roles reading

Mrs. Kim: Please give me two doughnuts and a cup of coffee.
Lucy: Give me a hot dog and an orange drink, please.
Neonetta: All right. Here they are.
Mrs. Kim: How much are they?
Neonetta: They're 75 cents.

WRITING

Have the students do the writing exercise.

WRITING

Answer these questions about the story in Reading.

1. Where's Mrs. Kim? ____________________
2. Who's Lucy? ________________________
3. How much are two doughnuts? __________
4. Is a hamburger 25 cents? ____________
5. How much is it? _____________________
6. How much is a soft drink? ___________

Los Angeles Unified School District
Asian Project - ABE
AP-201043

LESSON TEN - STUDENT LEAFLET
SECTION I: The Family; Review
SECTION II: At School; Review

LESSON TEN

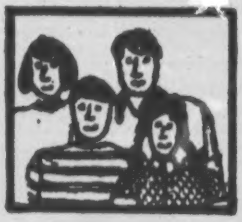
SECTION I: THE FAMILY REVIEW

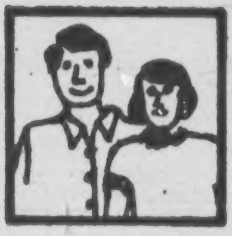
OBJECTIVES

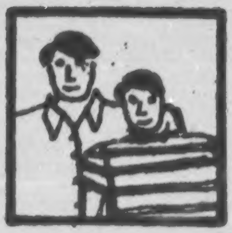
In this section you will:

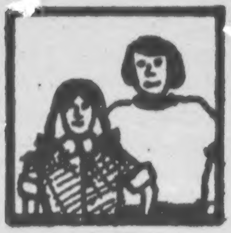
1. Learn to ask and answer questions about your family.
2. Review what you learned in Lessons 6-9.

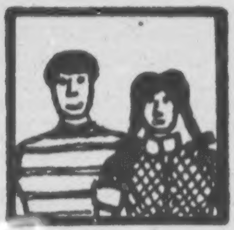
LISTENING COMPREHENSION


THE KIM FAMILY


husband and wife


father and son

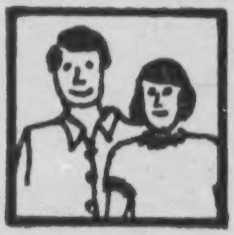

mother and daughter


brother and sister

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

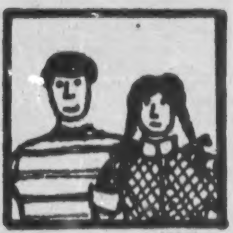
PRACTICE

"Who's Mr. Kim?"



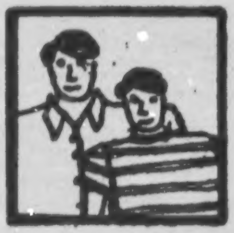
1. S-1: Who's Mr. Kim?
   S-2: He's the husband.

2. S-1: Who's Mrs. Kim?
   S-2: She's the wife.



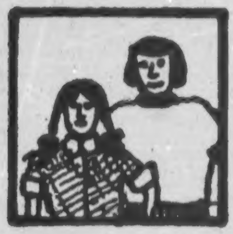
3. S-1: Who's Joe?
   S-2: He's the brother.

4. S-1: Who's Lucy?
   S-2: She's the sister.



5. S-1: Who's Mr. Kim?
   S-2: He's the father.

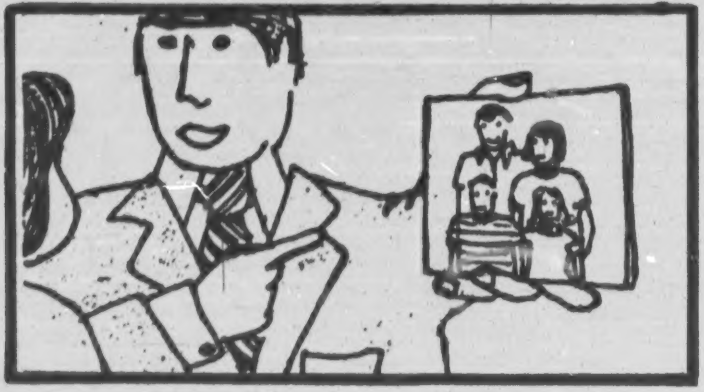
6. S-1: Who's Joe?
   S-2: He's the son.



7. S-1: Who's Mrs. Kim?
   S-2: She's the mother.

8. S-1: Who's Lucy?
   S-2: She's the daughter.

THE DIALOGUE



Jim: This is my wife. Her name's Maria.

Sue: Who's he?

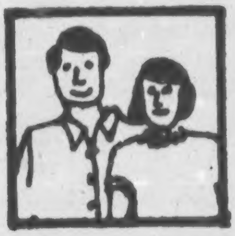
Jim: He's Peter. He's my son.

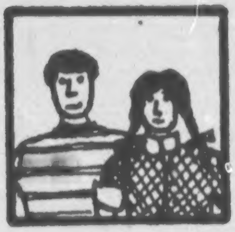
Sue: Is she your daughter?

Jim: Yes, she is. Her name's Rosa.

PRACTICE

"She's Mr. Kim's wife"





1. S-1: Who's Mrs. Kim?
   S-2: She's Mr. Kim's wife.

2. S-1: Who's Mr. Kim?
   S-2: He's Mrs. Kim's husband.

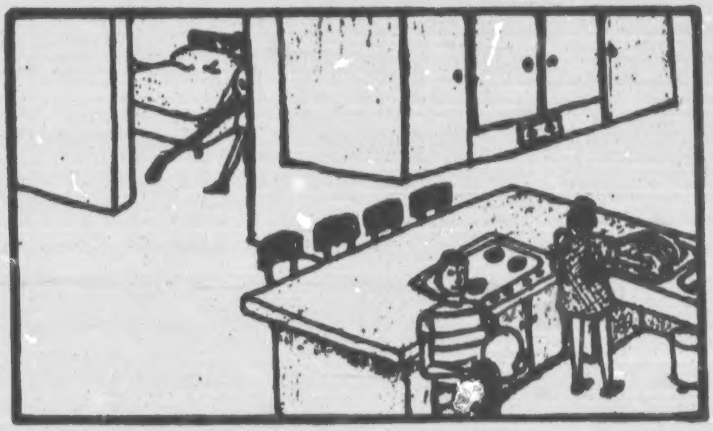
3. S-1: Who's Joe?
   S-2: He's Lucy's brother.

4. S-1: Who's Lucy?
   S-2: She's Joe's sister.

READING

A. Read the sentences in the Practice exercises on pages 2 and 3.

B. Read:



Mrs. Kim is Lucy's mother. She's in the bedroom. Lucy and her brother are in the kitchen. Her father is not there. It's Monday. He's at work.

C. Read the answers to the questions about the story above.

1. Who's Mrs. Kim?
2. Where is she?
3. Is Lucy's brother in the bedroom?

4. Where is he?
5. What day is it?
6. Is Lucy's father there?
7. Where is he?

WRITING

Write the answers to these questions about the reading.

1. Where's Mrs. Kim? ______________________________
2. Who is she? ______________________________
3. Where's Lucy? ______________________________
4. Where's Lucy's brother? ______________________________
5. What day is it? ______________________________
6. Is her father there? ______________________________
7. Where is he? ______________________________

SECTION II: AT SCHOOL
REVIEW

OBJECTIVES

In this section you will:

1. Learn to use the expressions "at home," "at work," and "at school."
2. Learn the numbers from 1 to 100.
3. Continue to review Lessons 6-9.

PRONUNCIATION

Ben /ɛ/

He's Ben.

Ann /æ/

She's Ann.

Tom /a/

He's Tom.

a dentist

Ben's a dentist.

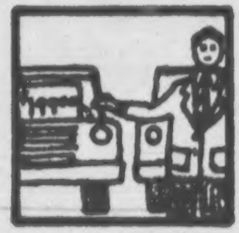
a dancer

Ann's a dancer.

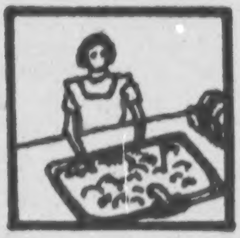
a doctor

Tom's a doctor.

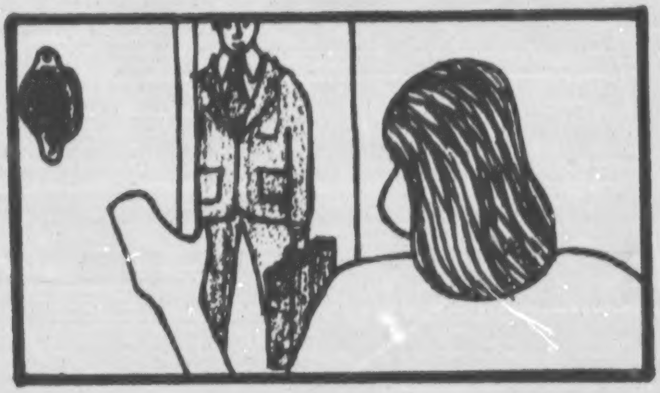
THE DIALOGUE



He's at work.



She's at home.



Mr. Jones: Is your husband at home?

Mrs. Kim: No, he isn't. He's at work.

Mr. Jones: Where are your children?

Mrs. Kim: They're at school.

PRACTICE

"He's at work"

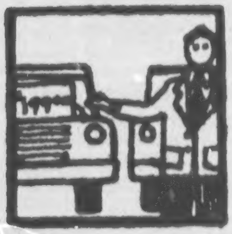
A. Substitution Drills

1.

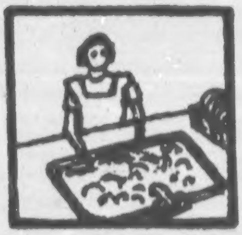
T:	S:
He's at work.	He's at work.
at home	He's at home.
at school	He's at school.
They're	They're at school.
She's	She's at school.
at home	She's at home.
at work	She's at work.
He's	He's at work.

2. T: He's at the barber shop.	S: He's at the barber shop.
at the post office	He's at the post office.
at the hospital	He's at the hospital.
at work	He's at work.
at home	He's at home.
at the market	He's at the market.

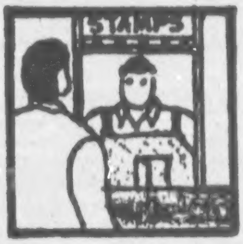
B. Question and Answer Drill



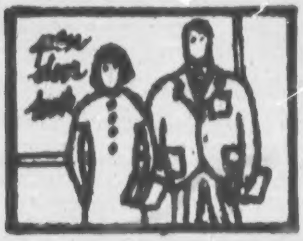
1. S-1: Where is he?
S-2: He's at work.



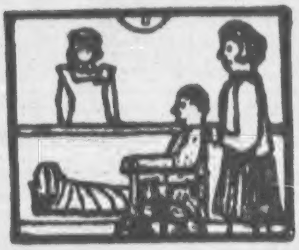
2. S-1: Where is she?
S-2: She's at home.



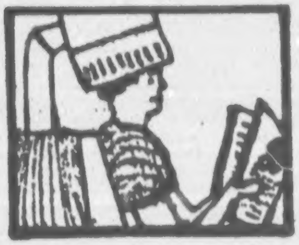
3. S-1: Where is he?
S-2: He's at the post office.



4. S-1: Where are they?
S-2: They're at school.



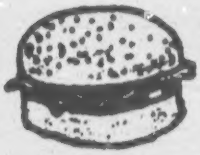
5. S-1: Where are they?
S-2: They're at the hospital.



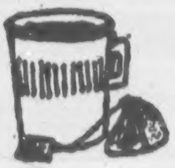
6. S-1: Where is she?
S-2: She's at the beauty shop.

REVIEW

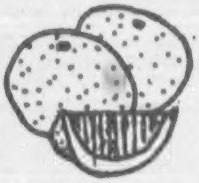
"How much is a hamburger?"



50¢



15¢



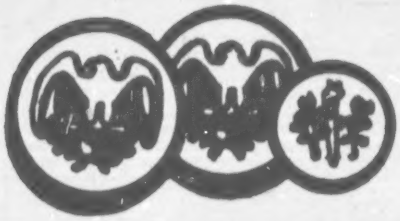
20¢

1. S-1: How much is a hamburger?
S-2: It's 50 cents.

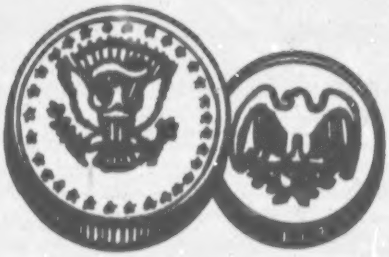
2. S-1: How much is a cup of tea?
S-2: It's 15 cents.

3. S-1: How much are oranges?
S-2: They're 20 cents each.

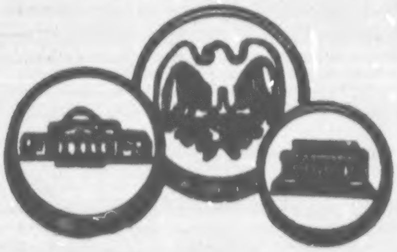
"How much is it?"



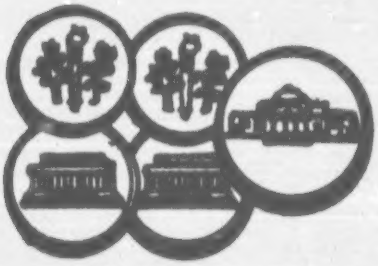
4. S-1: How much is it?
   S-2: It's 60 cents.



5. S-1: How much is it?
   S-2: It's 75 cents.



6. S-1: How much is it?
   S-2: It's 31 cents.



7. S-1: How much is it?
   S-2: It's 27 cents.

- -

READING

A. Read the exercises in the Practice sections on pages 5 and 6.

B. Read the sentences in the Review section on pages 6 and 7.

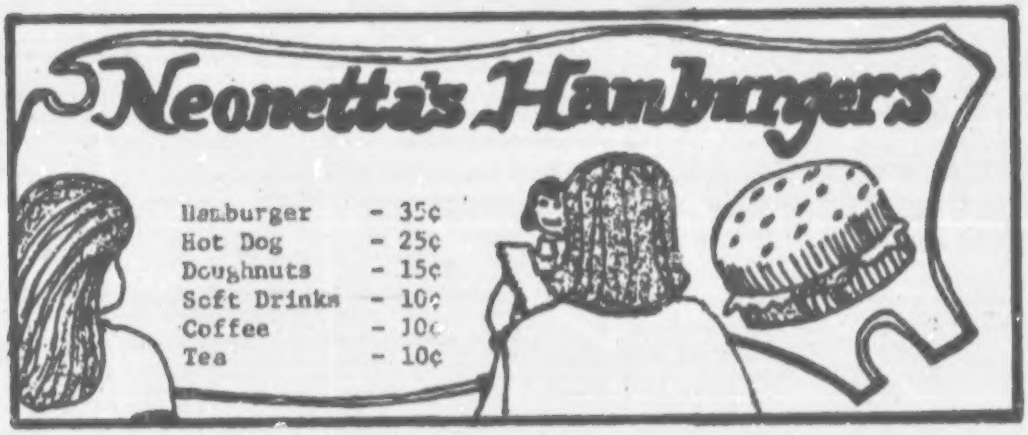
C. Read the following numbers:

13 19 11 17 15 12

25 55 35 75 95 46

40 80 60 30 20 100

D. Read:


Neonetta's Hamburgers
Hamburger - 35¢
Hot Dog - 25¢
Doughnuts - 15¢
Soft Drinks - 10¢
Coffee - 10¢
Tea - 10¢

Mrs. Kim and Lucy are at the hamburger stand.

Mrs. Kim: Please give me two doughnuts and a cup of coffee.

Lucy: Give me a hot dog and an orange drink, please.

Neonetta: All right. Here they are.

Mrs. Kim: How much are they?

Neonetta: They're 75 cents.

- -

WRITING

Answer these questions about the story in Reading.

1. Where's Mrs. Kim? ____________________
2. Who's Lucy? ____________________
3. How much are two doughnuts? ____________________
4. Is a hamburger 25 cents? ____________________
5. How much is it? ____________________
6. How much is a soft drink? ____________________

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LESSON 10: LESSON GUIDE
EVALUATION FORM

LESSON TEN: EVALUATION

I. PRONUNCIATION: Check for stress, intonation, and the /æ/, /ɛ/, and /a/ contrasts.

Directions: Divide the class into groups. Test each item with one or more groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50%	50-74%	75-89%	90-100%

Have students repeat:

1. Who's Tom's father?
2. Is Ann at the bank?
3. How much is an apple?
4. It's twenty cents.
5. Is the doctor at the hospital?

GROUP	1				2				3				4				5			
1.																				
2.																				
3.																				
4.																				
5.																				

- -

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions as indicated from individual students. Circle number of students asked and number performing acceptable.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Who is he? (He's the father)	1 2 3 4 5	1 2 3 4 5
2. Is he at the bank?	1 2 3 4 5	1 2 3 4 5
3. (Have S ask questions using "Who")	1 2 3 4 5	1 2 3 4 5
4. (Have S ask questions using "Where")	1 2 3 4 5	1 2 3 4 5
5. (Have S ask questions using "How much")	1 2 3 4 5	1 2 3 4 5

- -

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answers on their sheets.

1. He's the husband.
2. She's the daughter.
3. Who's the brother?
4. Where's Mrs. Kim?
5. How much is an apple?
6. Is Joe's father at work?

- -

IV. READING
V. WRITING

Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

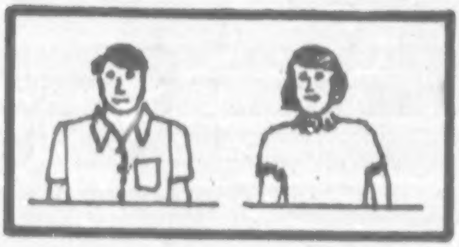
LESSON TEN: STUDENT EVALUATION FORM

I and II. Oral Exercises.

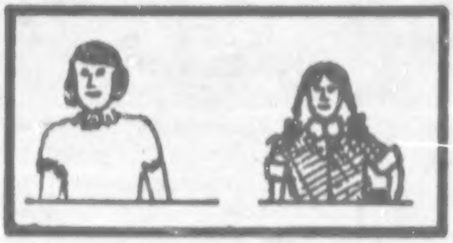
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

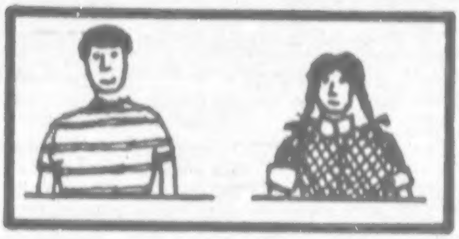
1.



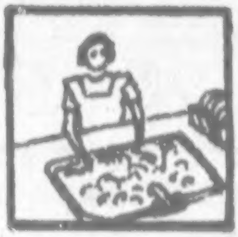
2.



3.



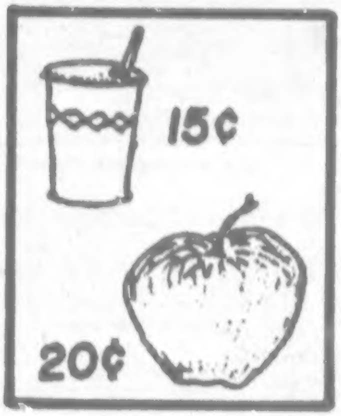
4.



At home.

At school.

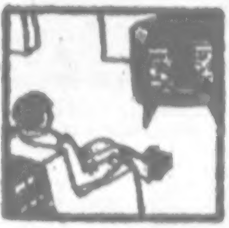
5.



It's 20 cents.

It's 15 cents.

6.



Yes, he is.

No, he isn't.

IV. READING

Directions: Circle the correct answers.

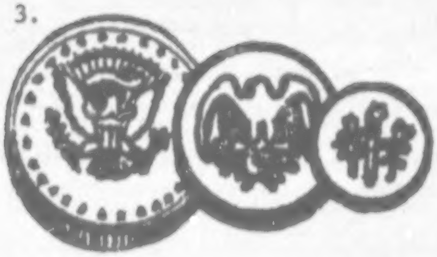
1. Joe's the ________.

son
sister
mother

2. My father is ________.

at post office
at work
at bank

3.

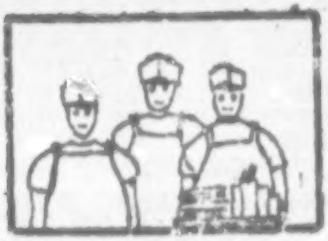


a. It's 31 cents.

b. It's 76 cents.

c. It's 85 cents.

4.



a. They're at school.

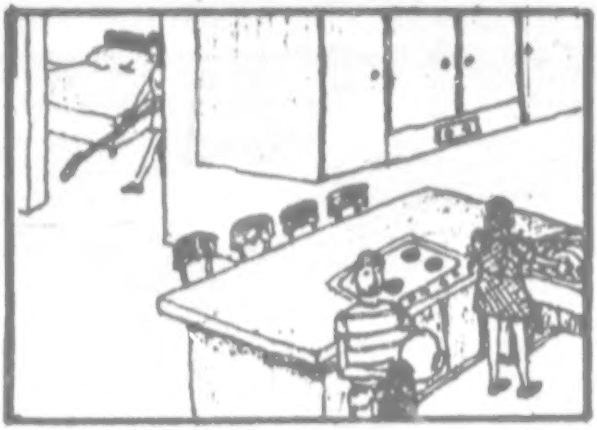
b. They're at work.

c. They're at home.

- -

V. WRITING

Directions: Copy the correct words in the blank.



1. ________ is Lucy's mother.
2. Her father is not ________.
3. Lucy and her ____________ are in the kitchen.
4. Her mother is in the ____________.

Mrs. Kim
Mr. Kim
at home.
Who
mother
brother
kitchen
bedroom

(10) E2

Los Angeles Unified School District
Asian Project - ABE AP-2A1082

LESSON TEN - CHINESE SUPPLEMENT
SECTION I: The Family; Review
SECTION II: At School; Review

LESSON TEN	第十課
SECTION I: THE FAMILY; REVIEW	第一節：家庭複習
OBJECTIVES	學習目標
In this section you will:	這一節裡，你們要：
1. Learn to ask and answer questions about your family.	一) 學習有関家庭的問答。
2. Review what you learned in lessons 6-9.	二) 複習第六課至第九課的教材。

THE DIALOGUE	對話
Jim: This is my wife. Her name's Maria.	這是我太々，她叫 Maria。
Sue: Who's he?	他是誰？
Jim: He's Peter. He's my son	他是 Peter。是我的兒子。
Sue: Is she your daughter?	她是你的女兒嗎？
Jim: Yes, she is. Her name's Rosa.	是的。她叫 Rosa。

SECTION II: AT SCHOOL; REVIEW	第二節：在學校（複習）
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Learn to use the expressions "at home," "at work," and "at school."	一、學習關於地點的成語。
2. Learn the numbers from 1 to 100.	二、學習從一到一百的數目字。
3. Continue to review lessons 6-9.	三、繼續複習第六課至第九課的教材。

THE DIALOGUE 對話

Mr. Jones: Is your husband at home? 你的丈夫在家嗎？

Mrs. Kim: No, he isn't. He's at work. 不在。他在工作。

Mr. Jones: Where are your children? 你的孩子在那裡？

Mrs. Kim: They're at school. 他們在學校。

NOTES: 應注意事項

1. In spoken English, the contracted forms of the verb to be are used more often than the formal forms.

英文會話,縮短的"to be 動詞"(am, are, is)比較常用。

I'm	=	I am	I'm not	=	I am not
you're	=	you are	you aren't	=	you are not
he's	=	he is	he isn't	=	he is not
she's	=	she is	she isn't	=	she is not

2. Persons: 人称
   1) First person refers to the one who is talking. 一)說話的人(我)是第一人称。
   2) Second person refers to the one being addressed. 二)聽我說話的人(你)是第二人称。
   3) Third person refers to the one being talked about. 三)其他的人(他)是第三人称。

3. Numbers: 數目

Singular: one 単數：一個

Plural: more than one 複數：多於一個

	Singular 単數	Plural 複數
First Person 第一人称	I 我	we 我們
Second Person 第二人称	you 你	you 你們
Third Person 第三人称	he, she 他,她	they 他們

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Asian Project - ABE
AP-211143

LESSON ELEVEN - LESSON GUIDE
SECTION I: I Have a Headache
SECTION II: Do You Have a Fever?

LESSON ELEVEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify common ailments presented in the lesson.
2. Identify parts of a telephone.

Listening and Speaking: Student will be able to:

1. Carry on conversations about the ailments presented in the lesson, using the following structures:
    a. "What" and "yes-no" questions with the verb "have"
    b. Short answers with "do/does" to "yes-no" questions
2. Ask and/or give telephone numbers.
3. Carry on a conversation with a doctor about common ailments.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: I have a headache/a sore arm.

Do you have a fever? Yes, I do/No, I don't.
Is this 391-4850? Yes, it is/No, it isn't.

Review: What's your telephone number? It's 391-4850.

Fixed expressions: What's the matter? I think I have the flu.
Take an aspirin and go to bed.
That's too bad.
Not very well.

INSTRUCTIONAL AIDS

Drill pictures:	P98 - a headache P99 - a toothache P100 - a backache P101 - a stomach ache P102 - Dialogue (I have a headache) P103 - a sore arm P104 - a sore shoulder	P105 - a sore elbow P106 - a sore leg P107 - a sore knee P108 - a sore ankle P109 - a telephone P110 - Dialogue (Do you have a fever?)
Transparencies:	T41 - a headache, a toothache, a backache, a stomach ache T42 - Dialogue (I have a headache) T43 - a sore arm, elbow, shoulder, leg, knee, and ankle T44 - Dialogue (Do you have a fever?)	
Student handouts:	Student leaflet Student evaluation form	
Lesson Guide:	Evaluation form	

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CULTURAL AND STRUCTURAL NOTES

1. Note the different ways in which the Asians say, "I have a headache."

English	I	have	a	headache.	
Chinese	I/My	head		hurt.	
Japanese	(I+subject particle)	head+subject particle		hurt	is
Korean	(I+subject particle)	head+subject particle		hurt	is+statement particle
Tagalog	Hurting	article	head	my.	
Spanish	I	have	a	headache.	

2. There is no equivalent form for the English auxiliary verb "do" in the four Asian languages or in Spanish. Patterns with "do" are likely to prove difficult for these speakers.

English	Do	you	have	a	headache			?
Chinese	you(r)			head	hurt	question particle		?
Japanese	(you+subject particle)			head+subject particle	hurt	is+question particle		
Korean	(you+subject particle)			head+subject particle	hurt	is+question particle		
Tagalog	Hurting		question particle		article	your	head	?
Spanish	You		have	a	headache			?

3. The following charts show the short answer response patterns of the Asian and Spanish speakers.

English	Yes,	I	do.			
Chinese	I/My		head			hurt.
Japanese	yes	that so				is
Korean	yes	that so				is+statement particle
Tagalog	Yes.	(Hurting	article		head	my.)
Spanish	Yes,	(I	have	a	headache.)	

English	No,	I	don't.				
Chinese	I/My		head			not	hurt.
Japanese	no	that so+negative particle					is not
Korean	no	that so+negative particle				not	is+statement particle
Tagalog	No	(not hurting	article		head		my.)
Spanish	No,	(no	have	a	headache.)		

4. "Take an aspirin" is an American idiom which translates into the Asian languages as "eat" or "drink."

SECTION I: I HAVE A HEADACHE

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from previous lessons.

$$\text{T cues: } \begin{matrix} T \searrow \\ St \rightarrow \end{matrix} \text{asks} - \begin{matrix} Cl \searrow \\ Gr \rightarrow \\ St \nearrow \end{matrix} \text{answers}$$

B. Suggested items for review

"At home," "at work," "at school" in contrast with "at the post office," etc.

SECTION I: I HAVE A HEADACHE

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about simple ailments.

LISTENING COMPREHENSION

Listening and Identifying

T identifies ailments - Cl listens and observes

1. T: (Act out a headache.)
   I have a headache.
2. T: (Show picture of a headache.)
   A headache.
   (Use drill pictures P98-101 or T41.)
3. T calls out an ailment

- Cl
- Gr acts it out
- St

Listening and Repeating

T models - Cl
Gr repeats
St

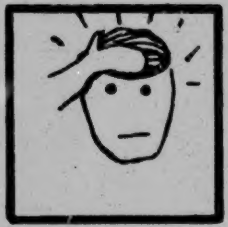
T: (Hold hand to head or show picture of a headache.)
A headache.

Identifying

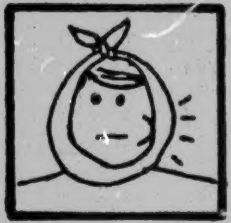
T acts out an ailment - Cl
Gr identifies
St

T: (Hold hand to head.)
S: A headache.

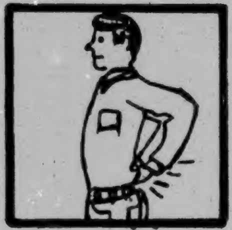
LISTENING COMPREHENSION



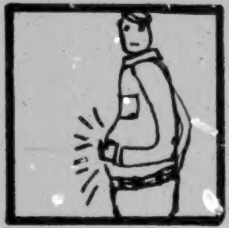
a headache



a toothache



a backache



a stomach ache

THE DIALOGUE

Presenting the Dialogue

A. Show dialogue picture P102 (T42) and introduce the characters.

1. T models - Cl listens

2. T models - Cl
Gr >repeats
St

3. Take roles: T - Cl
Gr - Gr
St - St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr >reads

3. Take roles: T - Cl
Gr - Gr
St - St

- -

PRACTICE

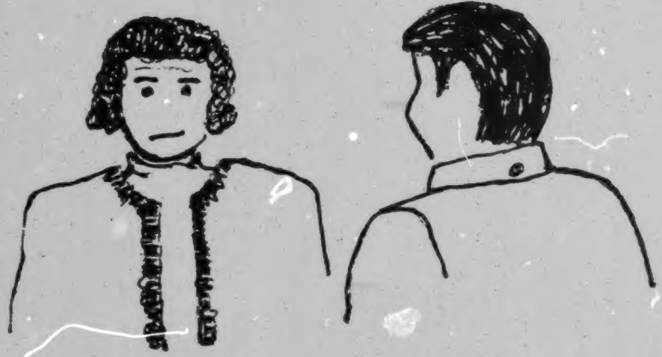
"I have a headache"

A. Repetition Drill

T models - Cl
Gr >imitates and repeats
St

T: What's the matter?
(Act out a headache or show picture.)
I have a headache.

THE DIALOGUE



James: How are you, Mrs. Nelson?

Mrs. Nelson: Not very well, James.

James: What's the matter?

Mrs. Nelson: I have a headache.

James: That's too bad.

PRACTICE

"I have a headache"

B. Answer Drill

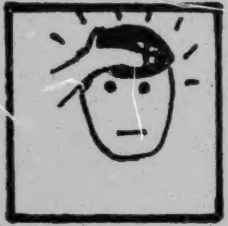
T cues with pictures and/or gestures

Cl
- Gr >answers
St

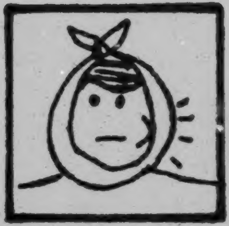
T: (Act out a headache or show picture.)
What's the matter?
S: I have a headache.

C. Question and Answer Drill

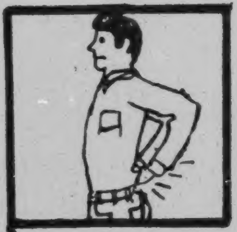
T cues: Cl
Gr >asks - St answers
St



1. S-1: What's the matter?
S-2: I have a headache.



2. S-1: What's the matter?
S-2: I have a toothache.



3. S-1: What's the matter?
S-2: I have a backache.

- -

EXTENSION

"I have a sore arm"

A. Identification Drills

1. T acts out each ailment and identifies - Cl observes and listens

2. T shows pictures P103-108 or T 43 and identifies - Cl looks and listens

3. T names a sore spot - Cl acts it out

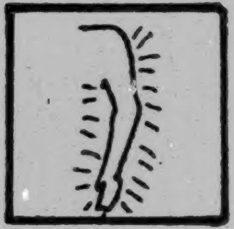
B. Repetition Drill

T cues and models - Cl
Gr >repeats
St

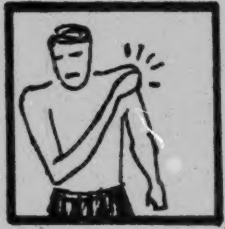
T: I have a sore arm.

EXTENSION

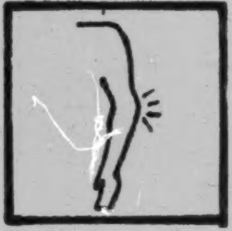
"I have a sore arm"



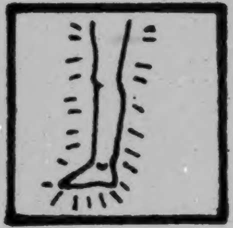
a sore arm



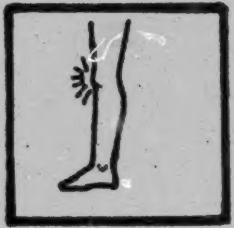
a sore shoulder



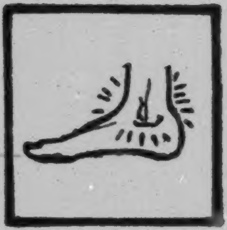
a sore elbow



a sore leg



a sore knee



a sore ankle

C. Answer Drill

T cues and asks - Cl / Gr / St > answers

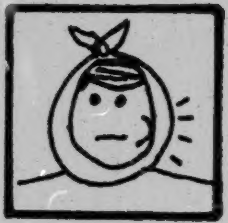
T: What's the matter?
(Act out a sore arm)
S: I have a sore arm.

MINI-DIALOGUES

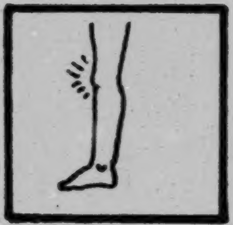
Lead students into dialogues about ailments, cueing when necessary.

OPTIONAL ACTIVITY: Give volunteers an opportunity to tell about their particular ailments.

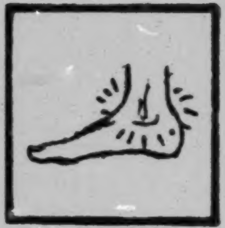
MINI-DIALOGUES



1. S-1: What's the matter?
S-2: I have a toothache.
S-1: That's too bad.



2. S-1: What's the matter?
S-2: I have a sore knee.
S-1: That's too bad.



3. S-1: What's the matter?
S-2: I have a sore ankle.
S-1: That's too bad.

READING

[NOTE: Have the students open their leaflets at this time.]

A. and B. Have students follow the directions as noted in the student leaflet.

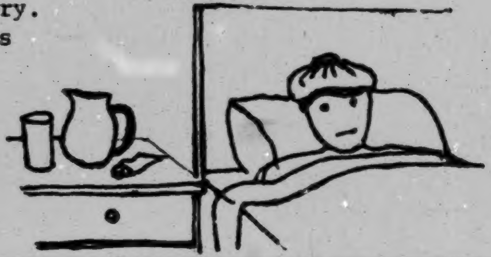
C. Have students read the paragraph silently.
1. Ask comprehension questions about the story.
2. Have individuals read one or two sentences each.

READING

A. Read the Practice exercise on page 2.

B. Read the Mini-dialogues on page 3.

C. Read:



I'm at home today. I'm not at work. I have a headache and a backache. I have a sore shoulder. I'm in bed.

WRITING

A. Have students write answers to the questions about the story in Reading.

B. Have students write the answers to the questions.

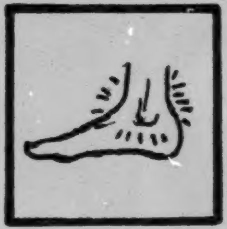
WRITING

A. Write the answers to the following questions about the story in Reading.

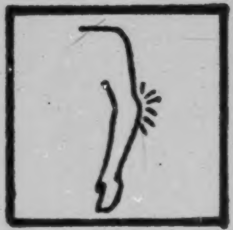
1. Are you at work today? ____________________
2. Where are you? ____________________
3. What's the matter? ____________________

____

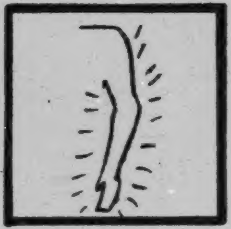
B. Write the answers to the questions.



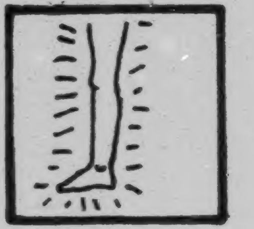
1. S-1: What's the matter?
S-2: ____________________



2. S-1: What's the matter?
S-2: ____________________



3. S-1: What's the matter?
S-2: ____________________



4. S-1: What's the matter?
S-2: ____________________

SECTION II. DO YOU HAVE A FEVER?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

Give students practice in giving and identifying telephone numbers.

1. T writes a telephone number on board and models it - Cl listens

[NOTE: For clarity, pause between digits as indicated: 687 - 42 - 51.]

2. T models - Cl
Gr > repeats
St

3. Have students volunteer their numbers and write them on the board.

4. T models - Cl
Gr > repeats
St

SECTION II. DO YOU HAVE A FEVER?

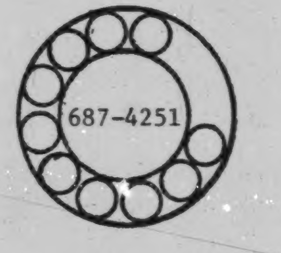
[NOTE: Put away your leaflet until time for Reading.]

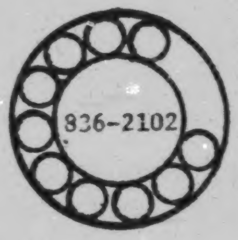
OBJECTIVES

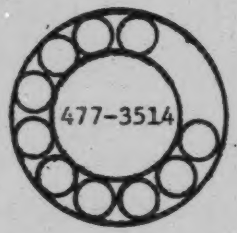
In this section you will learn:

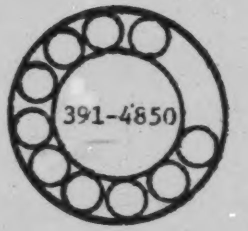
1. To give and identify telephone numbers.
2. To call a doctor and tell him about simple ailments.

PRONUNCIATION









LISTENING COMPREHENSION

Listening

T shows model telephone or picture P109 and identifies - Cl listens

T: That's a receiver.
That's a dial.
That's the telephone number.

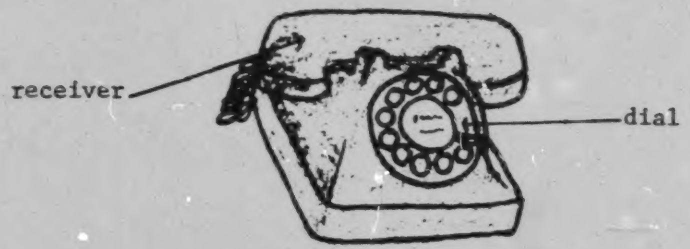
Repeating

T identifies and models - Cl
Gr > repeats
St

Identifying

T points to parts of the telephone - Cl
Gr > identifies
St

LISTENING COMPREHENSION



A Telephone

THE DIALOGUE

Preliminary Activity

A. Show dialogue picture P110 or T44 and introduce Mrs. Nelson and Dr. Gray.

B. Explain that Mrs. Nelson isn't feeling well and that she has just called her doctor.

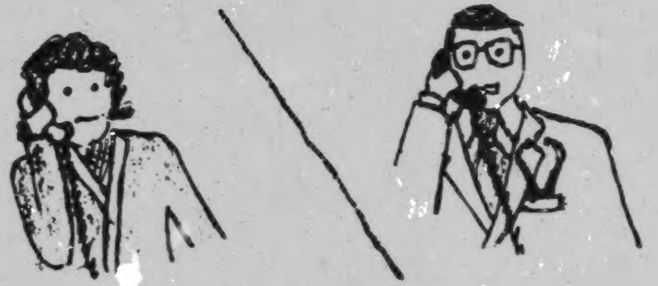
Presenting the Dialogue

A. Follow the usual procedure for presentation of dialogue.

B. Show the dialogue on the board or overhead for reading lesson.

[NOTE: 1. "I think . . ." can be taught as a fixed expression at this point, without grammatical explanation.

THE DIALOGUE



2. Demonstrate and explain on the board the formation of simple questions with verbs other than "be."]

Mrs. Nelson: Hello, Dr. Gray. This is Mrs. Nelson. I think I have the flu.

Dr. Gray: Do you have a fever?

Mrs. Nelson: Yes, I do.

Dr. Gray: Take an aspirin and go to bed.

- -

PRACTICE

"Yes, I do"

A. Repetition Drill

T models - Cl repeats

T: (Hold hand to back as though in pain.)
Do I have a backache?
Yes, I have a backache.
Yes, I do.

S: Yes, I do.

[**NOTE:** Place examples of the question and both the complete and short answer forms on the board, and show briefly how the "Yes, I do" answer is formed. Inform the class that the short answer is the form normally used, as in "Yes, I am," etc.]

B. Answer Drill

T cues to elicit affirmative answers

$$- \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$$

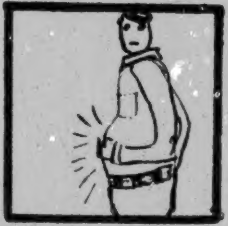
"No, I don't"

A. Repetition Drill

T models - Cl repeats

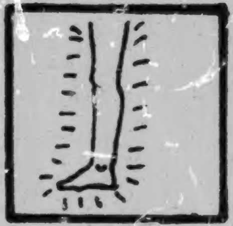
PRACTICE

"Yes, I do"



1. T: Do you have a stomach ache?

S: Yes, I do.



2. T: Do you have a sore leg?

S: Yes, I do.

"No, I don't"

T: (Hold hand to head.)
Do I have a backache?
No, I don't have a backache.
No, I don't.

[NOTE: Explain the formation and use of the short negative answer form.]

B. Answer Drill

T cues to elicit negative answers

Cl
- Gr > answers
St

"Yes, I do/No, I don't"

A. Substitution Drill

T models - Cl
Gr > responds
St

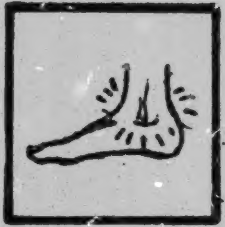
T: Do you have a toothache?
a headache?
a sore leg?
(etc.)

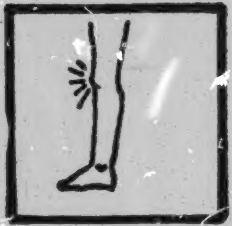
B. Answer Drill

T cues to elicit both affirmative and negative answers - Cl
Gr > answers
St

C. Question and Answer Drill

T cues: Gr
St > asks - Gr
St > answers





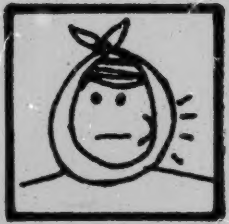
3. T: Do you have a sore elbow?

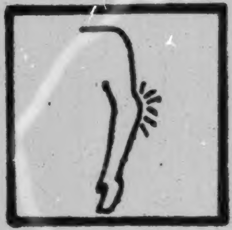
S: No, I don't.
I have a sore ankle.

4. T: Do you have a sore ankle?

S: No, I don't.
I have a sore knee.

"Yes, I do/No, I don't"





5. S-1: Do you have a headache?

S-2: No, I don't.
I have a toothache.

6. S-1: Do you have a sore elbow?
S-2: Yes, I do.

OPTIONAL ACTIVITY: Use classroom objects to drill:

S-1: Do you have a pencil?
S-2: Yes, I do/No, I don't.

MINI-DIALOGUES

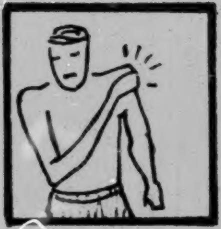
"What's your number?"

Set pattern and have students carry on conversations, using their own telephone numbers if they wish.

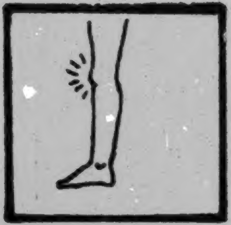
"I think I have the flu"

Cue and set pattern for dialogues.

OPTIONAL ACTIVITY: Have students volunteer their favorite remedies for the various ailments. Cue, if necessary, and set the pattern for the exchange:



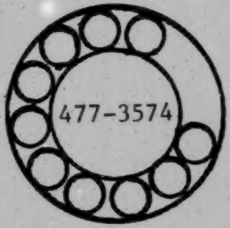
7. S-1: Do you have a sore shoulder?
S-2: Yes, I do.



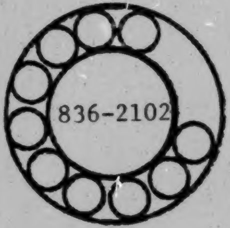
8. S-1: Do you have a sore arm?
S-2: No, I don't.
I have a sore knee.

MINI-DIALOGUES

"What's your number?"

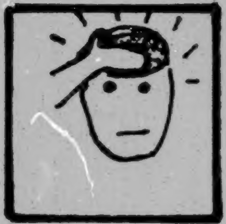


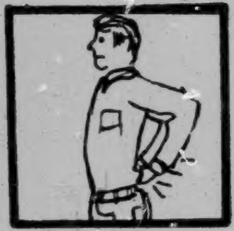
1. S-1: Do you have a telephone?
S-2: Yes, I do.
S-1: What's your number?
S-2: It's 477-3574.



2. S-1: Do you have a telephone?
S-2: Yes, I do.
S-1: What's your number?
S-2: It's 836-2102.

"I think I have the flu"





S-1: Do you have a stomach ache?
S-2: Yes, I do.
S-1: Take baking soda.

3. S-1: I think I have the flu.
S-2: Do you have a headache?
S-1: Yes, I do.
S-2: Go to bed.

4. S-1: I think I have the flu.
S-2: Do you have a backache?
S-1: Yes, I do.
S-2: Go to bed.

- -

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on 7 and 8.

- -

WRITING

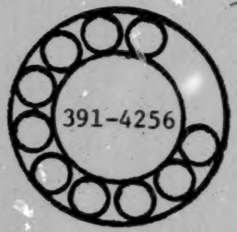
Have students write the missing words and sentences.

OPTIONAL ACTIVITY (for further oral practice):
Present and practice this telephone dialogue.

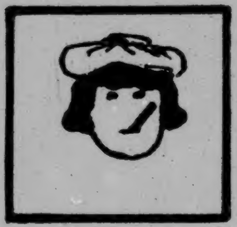
Nurse: Dr. Gray's office.
Mrs. Nelson: This is Mrs. Nelson. Is the doctor in?
Nurse: Yes, he is. One moment, please.

WRITING

Write the missing words and sentences:



1. Mrs. Nelson: Is this ____________?
Dr. Gray: Yes, it is.
Mrs. Nelson: Hello, Dr. Gray.
____________ Mrs. Nelson.



2. Dr. Gray: ________ the matter?
Mrs. Nelson: I think __________
Dr. Gray: Do you have a fever?
Mrs. Nelson: __________________
Dr. Gray: Take an aspirin
____

Los Angeles Unified School District
Asian Project - ABE
AP-201143

LESSON ELEVEN - STUDENT LEAFLET
SECTION I: I Have a Headache
SECTION II: Do You Have a Fever?

LESSON ELEVEN

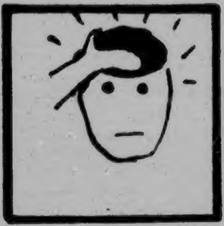
SECTION I: I HAVE A HEADACHE

OBJECTIVE

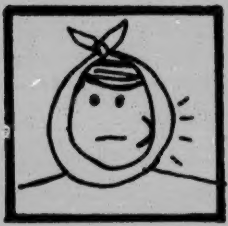
In this section you will learn to ask and answer questions about simple ailments.

- -

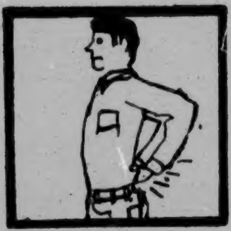
LISTENING COMPREHENSION



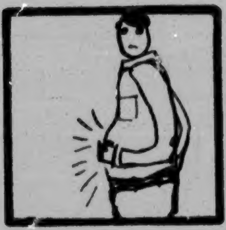
a headache



a toothache



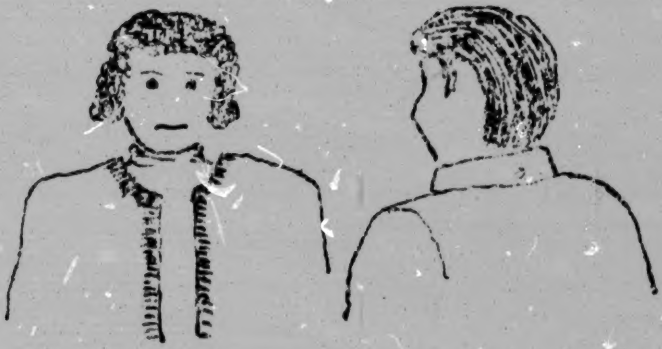
a backache



a stomach ache

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



James: How are you, Mrs. Nelson?

Mrs. Nelson: Not very well, James.

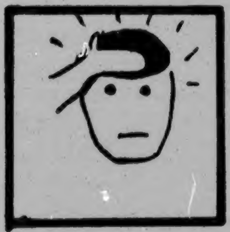
James: What's the matter?

Mrs. Nelson: I have a headache.

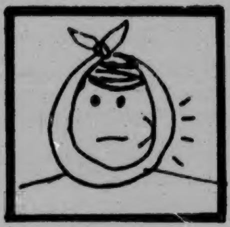
James: That's too bad.

PRACTICE

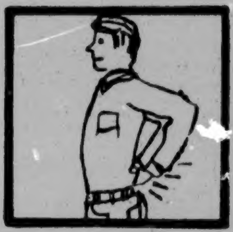
"I have a headache"



1. S-1: What's the matter?
S-2: I have a headache.



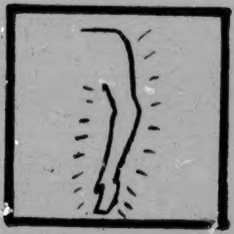
2. S-1: What's the matter?
S-2: I have a toothache.



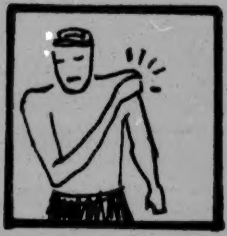
3. S-1: What's the matter?
S-2: I have a backache.

EXTENSION

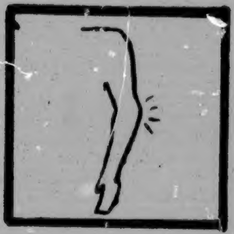
"I have a sore arm"



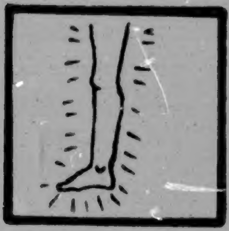
a sore arm



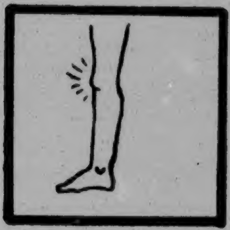
a sore shoulder



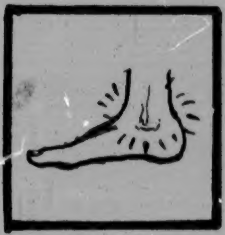
a sore elbow



a sore leg

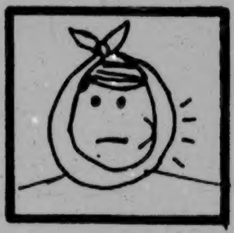


a sore knee

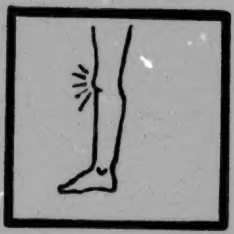


a sore ankle

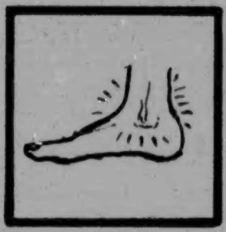
MINI-DIALOGUES



1. S-1: What's the matter?
S-2: I have a toothache.
S-1: That's too bad.



2. S-1: What's the matter?
S-2: I have a sore knee.
S-1: That's too bad.



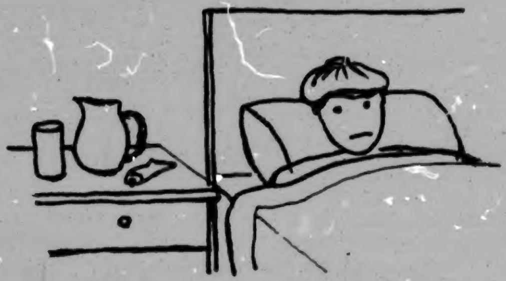
3. S-1: What's the matter?
S-2: I have a sore ankle.
S-1: That's too bad.

READING

A. Read the Practice exercise on page 2.

B. Read the Mini-dialogues on page 3.

C. Read:



I'm at home today. I'm not at work. I have a headache and a backache. I have a sore shoulder. I'm in bed.

WRITING

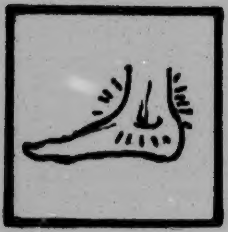
A. Write the answers to the following questions about the story in Reading.

1. Are you at work today?______________________________

2. Where are you?______________________________

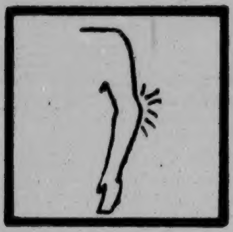
3. What's the matter?______________________________

B. Write the answers to the questions.



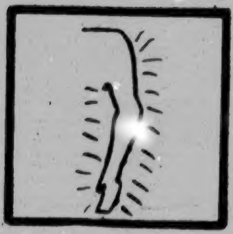
1. S-1: What's the matter?

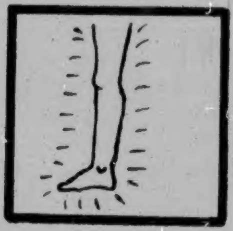
S-2: ______________________________



2. S-1: What's the matter?

S-2: ______________________________





3. S-1: What's the matter?

S-2: ______________________________

4. S-1: What's the matter?

S-2: ______________________________

SECTION II: DO YOU HAVE A FEVER?

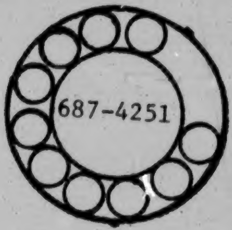
[NOTE: Put away your leaflet until time for Reading.]

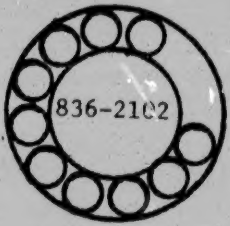
OBJECTIVES

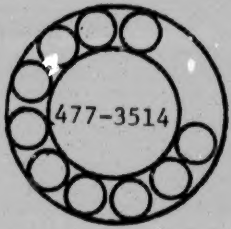
In this section you will learn:

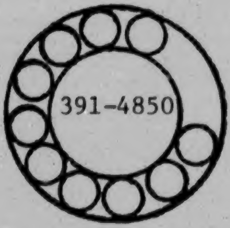
1. To give and identify telephone numbers.
2. To call a doctor and tell him about simple ailments.

PRONUNCIATION

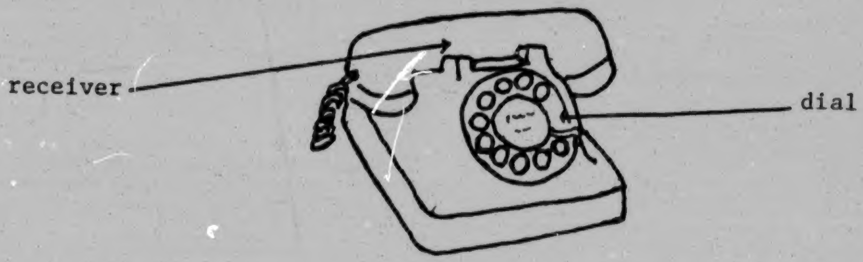






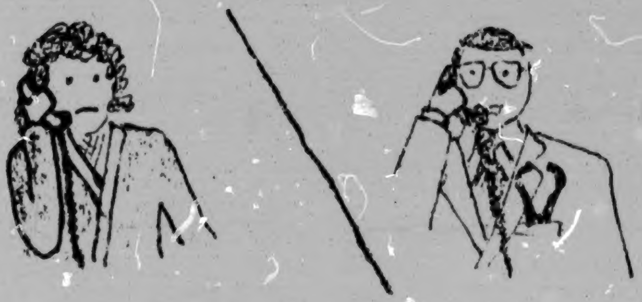


LISTENING COMPREHENSION


receiver
dial

A Telephone

THE DIALOGUE



Mrs. Nelson: Hello, Dr. Gray.

This is Mrs. Nelson.

I think I have the flu.

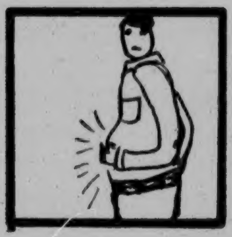
Dr. Gray: Do you have a fever?

Mrs. Nelson: Yes, I do.

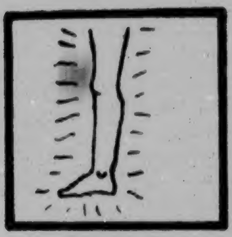
Dr. Gray: Take an aspirin and go to bed.

PRACTICE

"Yes, I do"

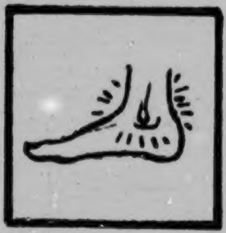


1. T: Do you have a stomach ache?
   S: Yes, I do.

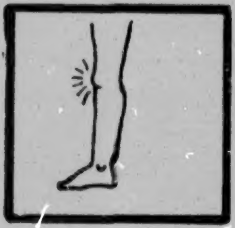


2. T: Do you have a sore leg?
   S: Yes, I do.

"No, I don't"

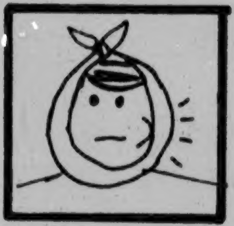


3. T: Do you have a sore elbow?
   S: No, I don't.
   I have a sore ankle.

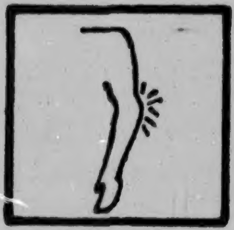


4. T: Do you have a sore ankle?
   S: No, I don't.
   I have a sore knee.

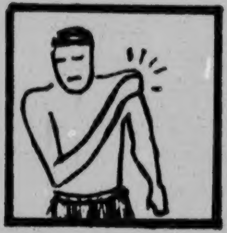
"Yes, I do/No, I don't"



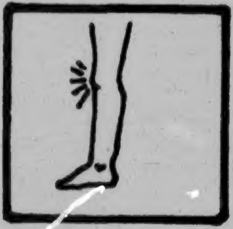
5. S-1: Do you have a headache?
   S-2: No, I don't. I have a toothache.



6. S-1: Do you have a sore elbow?
   S-2: Yes, I do.



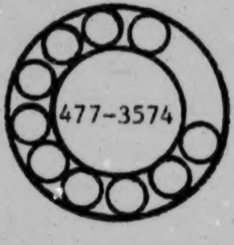
7. S-1: Do you have a sore shoulder?
   S-2: Yes, I do.



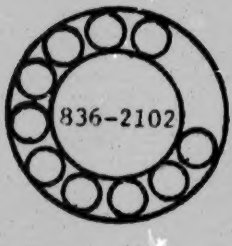
8. S-1: Do you have a sore arm?
   S-2: No, I don't. I have a sore knee.

MINI-DIALOGUES

"What's your number?"

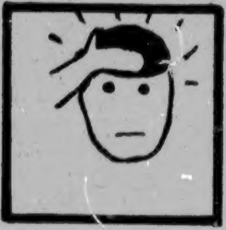


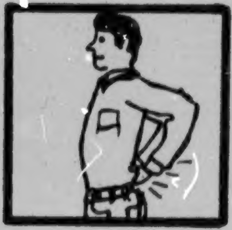
1. S-1: Do you have a telephone?
   S-2: Yes, I do.
   S-1: What's your number?
   S-2: It's 477-3574.



2. S-1: Do you have a telephone?
   S-2: Yes, I do.
   S-1: What's your number?
   S-2: It's 836-2102.

"I think I have the flu"





3. S-1: I think I have the flu.
   S-2: Do you have a headache?
   S-1: Yes, I do.
   S-2: Go to bed.

4. S-1: I think I have the flu.
   S-2: Do you have a backache?
   S-1: Yes, I do.
   S-2: Go to bed.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on pages 7 and 8.

WRITING

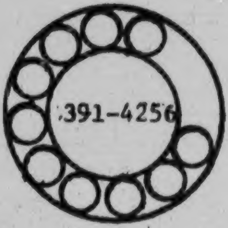
Write the missing words and sentences:

1. Mrs. Nelson: Is this ______________?

Dr. Gray: Yes, it is.

Mrs. Nelson: Hello, Dr. Gray.

________________________ Mrs. Nelson.



2. Dr. Gray: ___________________ the matter?

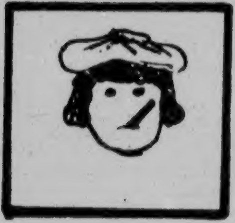
Mrs. Nelson: I think ______________________

Dr. Gray: Do you have a fever?

Mrs. Nelson: ______________________________

Dr. Gray: Take an aspirin _______________

____



LESSON ELEVEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of ailments and telephone numbers or with appropriate gestures and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. How are you? (Not very well/Fine, thank you.)	1 2 3 4 5	1 2 3 4 5
2. What's the matter? (I have a toothache.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "yes-no" questions with "do." (Do you have a fever?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer the questions from #3. (Yes, I do/No, I don't.)	1 2 3 4 5	1 2 3 4 5
5. Have students ask "yes-no" questions using numbers on the board. (Is this 477-3514?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer the questions from #5. (Yes, it is/No, it isn't.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I have a backache.
2. I have a sore shoulder.
3. I have a sore ankle.
4. It's 687-4350.
5. Is this a dial?
6. Do you have a headache?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

BEST COPY AVAILABLE

Los Angeles Unified School District
Asian Project - ABE AP-291143

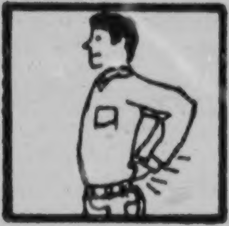
LESSON 11: STUDENT LEAFLET
EVALUATION FORM

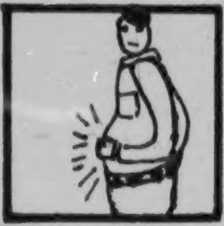
LESSON ELEVEN: STUDENT EVALUATION FORM

I. Oral Exercises

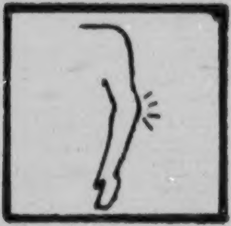
II. LISTENING COMPREHENSION

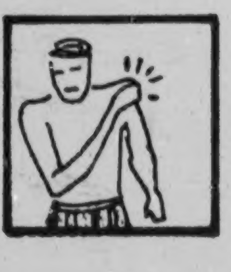
1.



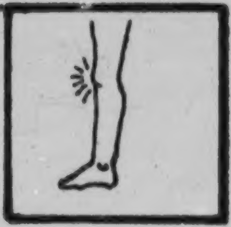


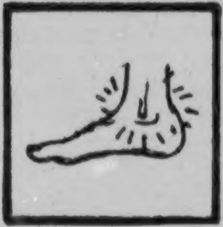
2.



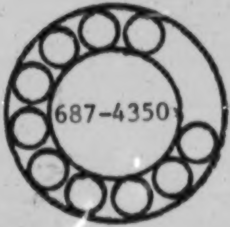


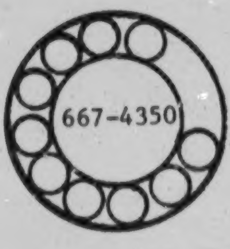
3.



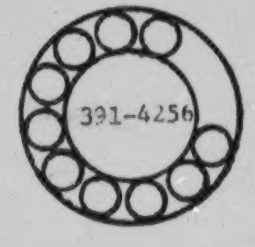


4.





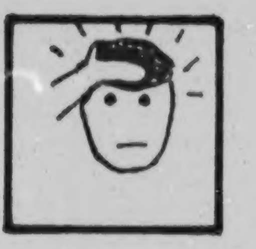
5.



Yes, it is.

No, it isn't.

6.



Yes, it is.

Yes, I do.

III. READING

Directions: Circle the correct answers.

1. I have ____________ ____________.

toothache

sore arm

a fever

2. ______________ you have a sore knee?

How

Do

Are

3. Is your telephone number 292-7809?

Yes, _______________.

it's

it is

it isn't

4. ________________ the matter?

What

What's

How

- -

IV. WRITING

Directions: Copy the correct words in the blanks.

1. Mrs. Nelson: Dr. Gray, this ______________ Mrs. Nelson. I think I have the __________________.

2. Dr. Gray: Do ________________ have a fever?

3. Mrs. Nelson: __________________, I do.

4. Dr. Gray: _____________________ an aspirin and go to bed.

Words to Copy

are
fever
is
flu
you
Yes
Drink
Take

Los Angeles Unified School District
Asian Project - ABE AP-2A1192

LESSON ELEVEN - CHINESE SUPPLEMENT
SECTION I: I Have a Headache
SECTION II: Do You Have a Fever?

LESSON ELEVEN

第十一課

SECTION I: I HAVE A HEADACHE

第一節：我頭痛

OBJECTIVE

In this section you will learn to ask and answer questions about simple ailments.

學習目標

在這一節裡，你们要學習有関普通病痛的简单问答。

THE DIALOGUE

對話

James:	How are you, Mrs. Nelson?	Nelson 太々，你好嗎？
Mrs. Nelson:	Not very well, James.	James，不太好。
James:	What's the matter?	怎麼了？
Mrs. Nelson:	I have a headache.	我頭痛。
James:	That's too bad.	那真糟糕。

SECTION II: DO YOU HAVE A FEVER?

第二節：你發燒嗎？

OBJECTIVES

In this section you will:

1. Learn to give and identify telephone numbers.
2. Learn to call a doctor and tell him about simple ailments.

學習目標

在這一節裡，你们要：

一、學習說電話號碼和辨認電話號碼。
二、學習打電話告訴医生関于普通的病痛。

THE DIALOGUE

Mrs. Nelson: Hello, Dr. Gray.
This is Mrs. Nelson.
I think I have the flu.
Dr. Gray: Do you have a fever?
Mrs. Nelson: Yes, I do.
Dr. Gray: Take an aspirin and go to bed.

對話

哈囉，Gray医生。
我是Nelson太々。
我想我是感冒了。
你發烧嗎？
是的，我發烧。
吃一粒阿司匹靈然後去睡覺吧。

- -

NOTES

1. When the main verb is not the verb "to be," the auxiliary verb "do" is usually placed before the subject to form a question.
(Example: You have a headache.
Do you have a headache?)
2. In answering the "do" questions, the short answer form "Yes, I do" or "No, I don't" is commonly used.
3. "What's the matter?" is an idiomatic expression.
4. In a telephone conversation, the sentence "This is Mrs. Nelson" has the same meaning as "I'm Mrs. Nelson."

応注意事項

一、如果主要動詞不是"to be"(is,are,am)，英文常々加一個助動詞"do"在句首，來形成問句的形式。請看左邊的英文例子。

二、回答用"Do"形式的問句，英文通常用"Yes, I do."來作肯定的答覆。用"No, I don't."來作否定的答覆。

三、"What's the matter?"是一句成語，意思是"怎麼了"或"怎樣了?"

四、在電話对話中，"我是Nelson太々"通常的説法是：
"This is Mrs. Nelson."

Los Angeles Unified School District
Asian Project - ABE
AP-211243

LESSON TWELVE - LESSON GUIDE
SECTION I: I Want an Apartment
SECTION II: I Have 2 Children

LESSON TWELVE

OBJECTIVES

Listening Comprehension: Student will be able to identify types of homes such as a room, an apartment, and a house.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Discuss dwelling places.
3. Discuss the number of children in a family.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:

What do you want/have?	I want/have an apartment
How many sons/daughters/children do you want/have?	I want/have two (sons/daughters/children).
Do you have any children?	Yes, we do/No, we don't. I don't have any.

Fixed Expression: May I help you?

- -

INSTRUCTIONAL AIDS

Drill pictures:

P111 - a room
P112 - an apartment
P113 - a house
P114 - Dialogue (I want a house)
P115 - 2 sons
P116 - 2 daughters
P117 - Pronunciation: a lick
P118 - Pronunciation: a leak
P119 - Facial diagram: /I/ and /iy/

Also: P1 - (How are you?)
P90 - 94 - (family members)

Transparencies: T45 - a room, an apartment, a house
T46 - Dialogue (I want a house)
T47 - Pronunciation: /I/ - /iy/ (a lick - a leak)
T48 - 2 children, 4 children, 1 son, 2 sons, 1 daughter, 2 daughters, and no children
T49 - Dialogue (Do you have any children?)

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

- -

STRUCTURAL NOTES

1. The use of "do" as an auxiliary verb in English will need special attention, as was pointed out in Lesson 11.

2. The expression "how many" can also mean "how much" in Chinese. Therefore, it is quite possible that the Chinese student will want to say, "How much children (do) you have?"

- -

SECTION I: I WANT AN APARTMENT

SECTION I: I WANT AN APARTMENT

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from previous lessons.

T cues: T, St ⟩ asks - Cl, Gr, St ⟩ answers

B. Suggested items for review:

1. T: What's the matter?
   S: I have a headache.
2. T: Do you have a fever?
   S: Yes, I do/No, I don't.

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

T shows pictures P111-113 (T45) and identifies
- Cl listens

Listening and Repeating

T cues and models - Cl / Gr / St > repeats

T: (Show the room.) What's this?
It's a room.

THE DIALOGUE

Preliminary Activities

A. Set up situations to contrast the concepts of "have" and "want."

Example: T: (Hand an item to a student--a sheet of paper, a piece of candy, etc.)
What do you have?
S-1: I have a piece of candy.
T: (To S-2) Do you want a piece of candy, too?

B. Listening Drill

T cues with pictures and models - Cl listens

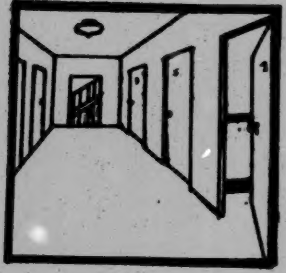
T: I have a room. I want an apartment

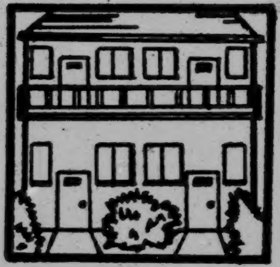
OBJECTIVES

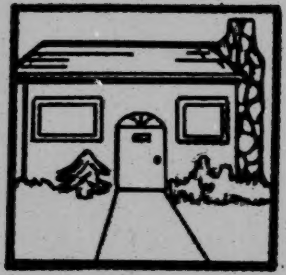
In this section you will:

1. Learn the names of some types of homes.
2. Learn to discuss some types of homes.

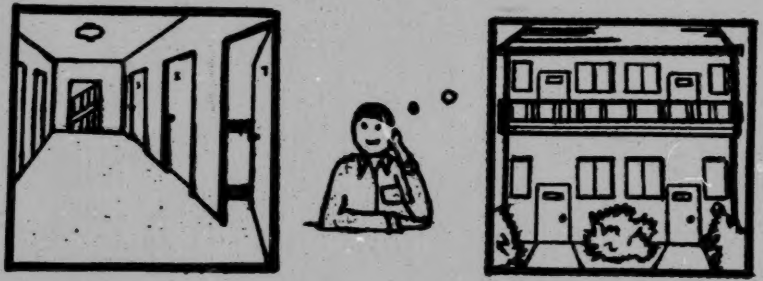
LISTENING COMPREHENSION


a room


an apartment


a house

THE DIALOGUE


I have a room. I want an apartment.

2. Repetition Drill

T cues and models - Cl
Gr > repeats answer
St

T: What do you have?
I have a room.

What do you want?
I want an apartment.

3. Answer Drill

T asks - Cl
Gr > answers
St

T: What do you have?
What do you want?

Presenting the Dialogue

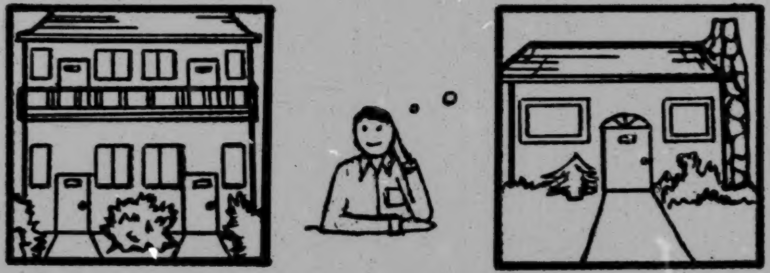
[REMINDER: Students will not have their leaflets at this point.]

A. Show dialogue picture P114 (T46) and set the scene.

B. Present dialogue following the usual procedure.

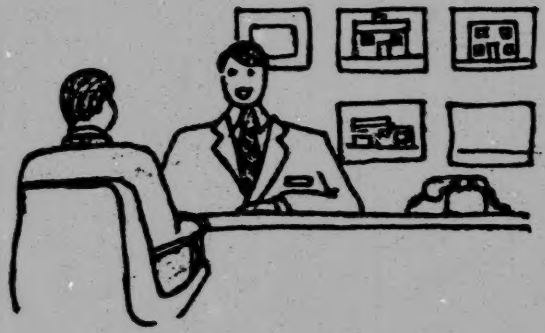
[NOTE: Explain concept of a "home."]

C. Show dialogue on the board or overhead for reading lesson.



I have an apartment.

I want a house.



Agent: May I help you?

Mr. Kim: Yes, please. I want a home near a school.

Agent: Do you want a house or an apartment?

Mr. Kim: I want a house.

PRACTICE

"What do you have/want?"

A. Repetition Drill

T models question - Cl
Gr > repeats
St

B. Question and Answer Drill

T cues: T ↘ St ↘ asks - Gr ↘ St ↘ answers

OPTIONAL ACTIVITY: Distribute pictures among students.

St asks - St answers

S-1: What do you have?
S-2: I have a room.
S-1: What do you want?
S-2: I want a house.

"Do you have/want an apartment?"

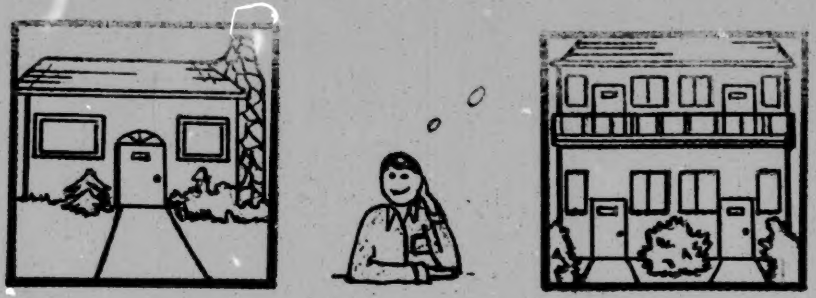
A. Substitution Drills

T cues and models - Cl
Gr > responds
St

T: Do you have a house?
an apartment?
a room?

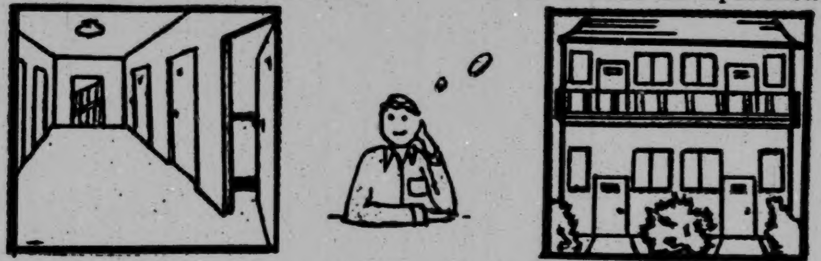
PRACTICE

"What do you have/want?"



1. S-1: What do you have?
S-2: I have a house.

2. S-1: What do you want?
S-2: I want an apartment.



3. S-1: What do you have?
S-2: I have a room.

4. S-1: What do you want?
S-2: I want an apartment.

"Do you have/want an apartment?"

T: Do you want an apartment?
a room?
a house?

B. Question and Answer Drills

Redistribute pictures.

Gr
St ↘ asks - St answers

"I want a home near a school"

A. Substitution Drill

T: I want a home near a school.
a market.
a hospital
(etc.)

B. Response Drill

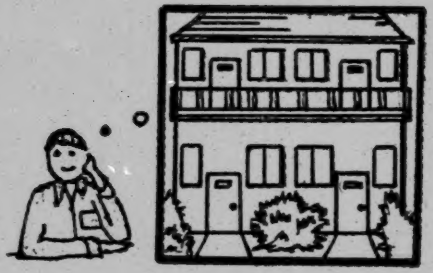
T asks - St responds

T: May I help you?
S: I want a home near a school.

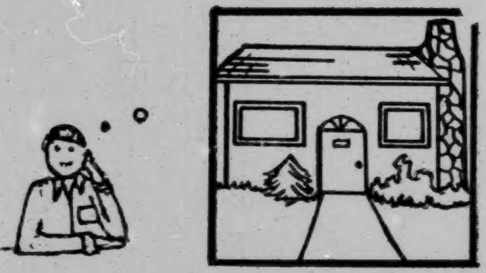
C. Question and Answer Drill

T cues: Gr
St ↘ asks - St answers

OPTIONAL ACTIVITY: Repeat the drill, with the students responding with a desired location of a home for themselves.

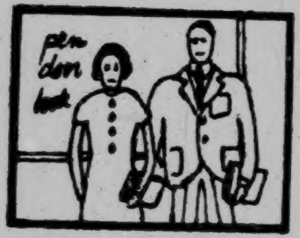


5. S-1: Do you want a house?
S-2: No, I don't.

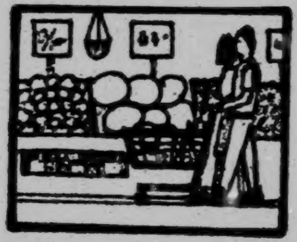


6. S-1: Do you want a house?
S-2: Yes, I do.

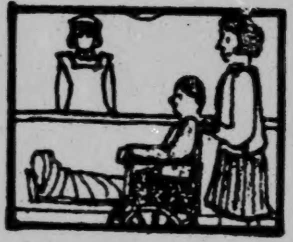
"I want a home near a school"



7. S-1: May I help you?
S-2: I want a home near a school.



8. S-1: May I help you?
S-2: I want a home near a market.



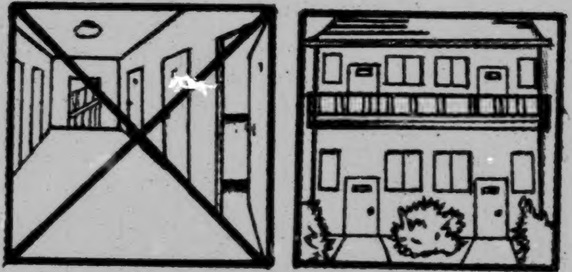
9. S-1: May I help you?
S-2: I want a home near a hospital.

MINI-DIALOGUES

T cues and sets pattern:

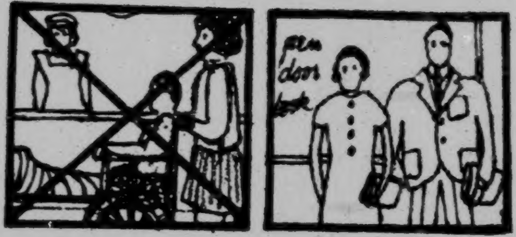
St asks - St answers

MINI-DIALOGUES



1. S-1: Do you want a room?

S-2: No, I don't.
S-1: What do you want?
S-2: I want an apartment.



2. S-1: Do you want a home near a hospital?
S-2: No, I don't.
S-1: What do you want?
S-2: I want a home near a school.

READING

[NOTE: Have students open their leaflets at this time.]

A. Have students follow directions as noted the student leaflet.

B. Ask comprehension questions about the story.

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

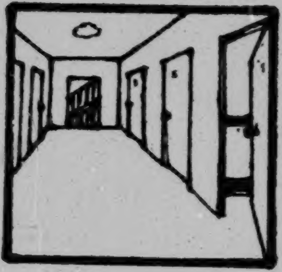
I have a family. I have a wife, a son, and a daughter. We have an apartment. We want a house near a school.

WRITING

Have students follow directions as noted in the student leaflet.

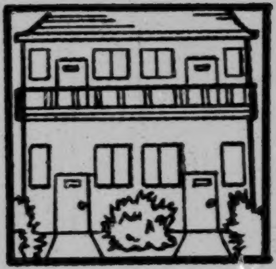
..RITING

Write the questions and answers.



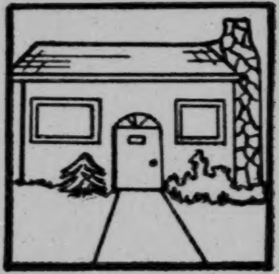
1. What do you want?

____



2. ___ __________

I want an apartment.



3. Do you want a room?

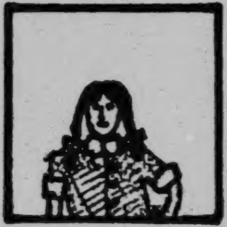
____

4. Do you have a son?

____

____

I have a daughter.



SECTION II: I HAVE 2 CHILDREN

[NOTE: Have students put away their leaflets at this time.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: I HAVE 2 CHILDREN

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Discuss the number of children in a family.

PRONUNCIATION

1. T shows pictures P117-118 (T47) and models
   - Cl listens

PRONUNCIATION

2. Hold up the pictures and have the students identify them as you say the words.

3. T models - $\left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ repeats

4. Have students say the proper word as you hold up each picture at random.

5. Using facial diagram P119 (T47), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

6. T models exercise - $\left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ repeats

---

LISTENING COMPREHENSION

A. Listening Drill

T shows P91-95 and P119-120 (T48)
and models - Cl listens

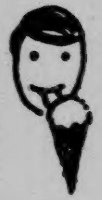
B. Substitution Drill

T: I have 2 children.
3
5
(etc.)

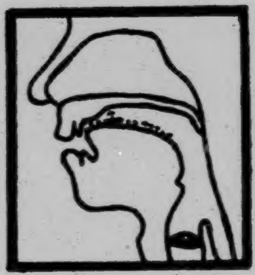
C. Answer Drill

T asks - St gives real information

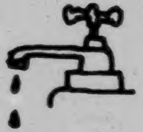
T: How many children do you have?
S: I have ____ children.



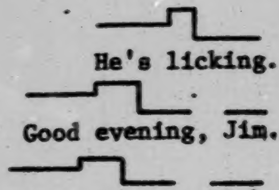
/I/ - lick



/I/——/iy/ ····



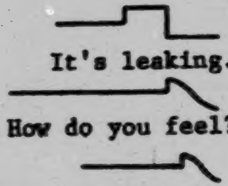
/iy/ - leak



He's licking.

Good evening, Jim.

Good evening, Dick.

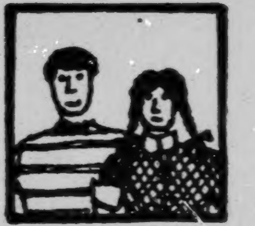


It's leaking.

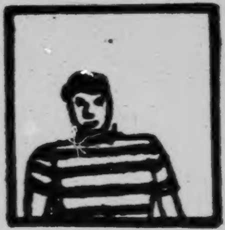
How do you feel?

I feel ill.

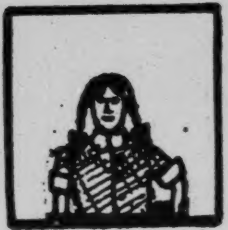
LISTENING COMPREHENSION



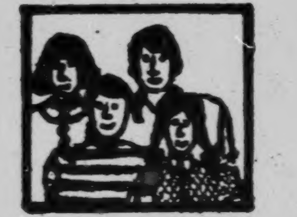
I have 2 children.



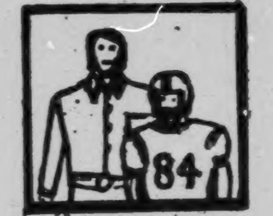
I have a son.



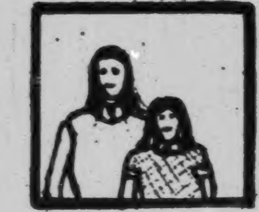
I have a daughter.



I have 4 children.



I have 2 sons.



I have 2 daughters.

[NOTE: "We don't have any children" is included in this lesson as it appears to be the most natural response in this situation.]

THE DIALOGUE

A. Show dialogue picture P1 (T49) and introduce Mrs. Kim and Mr. Nelson as the two speakers.

B. Follow the usual procedure for presenting a dialogue.

C. Show dialogue on the board or overhead for the reading.

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PRACTICE

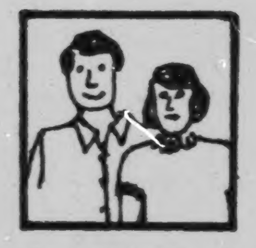
"Do you have any children?"

A. Substitution Drill

T: Do you have any children?
sons
sisters
(etc.)

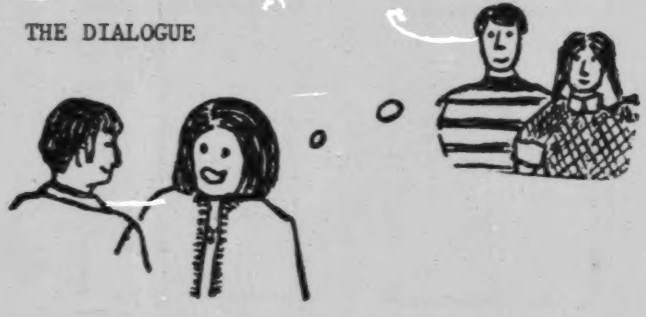
B. Question and Answer Drill

T cues: T
St ↘ asks - St answers



We don't have any children.

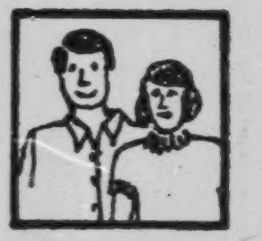
THE DIALOGUE



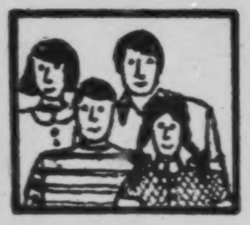
Mrs. Kim: Do you have any children?
Mr. Nelson: No, I don't. Do you?
Mrs. Kim: Yes, I do. I have 2 (children).

PRACTICE

"Do you have any children?"



1. S-1: Do you have any children?
   S-2: No, we don't.



2. S-1: Do you have any children?
   S-2: Yes, we do.

"How many children do you have?"

A. Repetition Drill

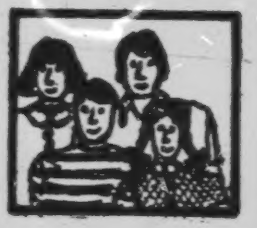
T models - Cl, Gr, St > repeats

T: How many children do you have?

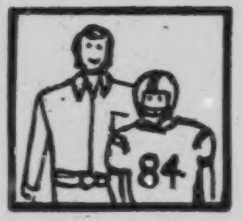
B. Question and Answer Drill

St asks - St gives real information

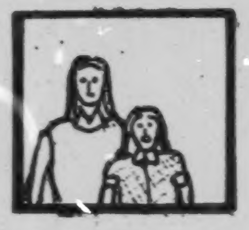
"How many children do you have?"



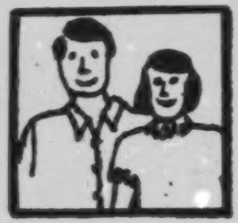
3. S-1: How many children do
you have?
S-2: I have 4 (children).



4. S-1: How many sons do
you have?
S-2: I have 2 (sons).



5. S-1: How many daughters
do you have?
S-2: I have 2 (daughters).

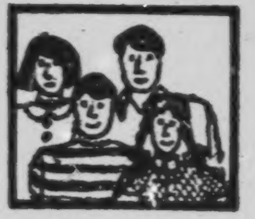


6. S-1: How many children
do you have?
S-2: We don't have any.

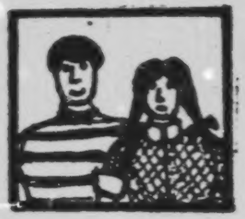
MINI-DIALOGUES

T cues and sets pattern:
St asks - St answers

MINI-DIALOGUES



1. S-1: Do you have any
children?
S-2: Yes, I do.
S-1: How many (children)
do you have?
S-2: I have 4.



2. S-1: Do you have any
children?
S-2: Yes, I do.
S-1: How many (children)
do you have?
S-2: I have 2.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

WRITING

Have students follow directions as noted in the student leaflet.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on page 7.

C. Read:

Kay and Bill Nelson do not have any children. They want 2 children. They want a son and a daughter.

WRITING

A. Write the questions or answers about the reading.

1. How many children do Kay and Bill Nelson have?

They ______________________________

2. Do they want any children?

____

3. How many ______________________________

They want 2 children.

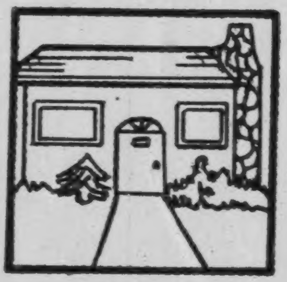
4. How many sons do they want?

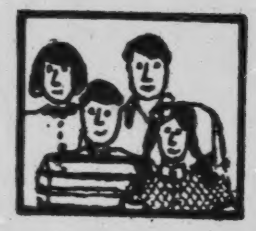
____

5 ______________________________

They want one daughter.

B. Complete the sentences.



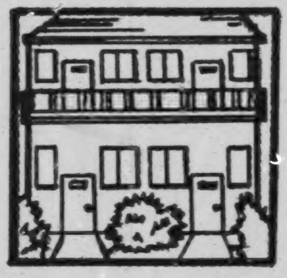


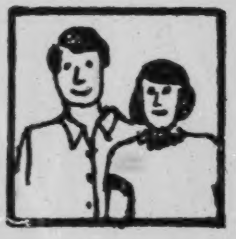
1. Agent: May I help you?

Mr. Gomez: I want ________________

Agent: How many children __________

Mr. Gomez: __________________________





2. Agent: What ____________ want?

Mrs. Nelson: I ________________

Agent: ________ have _____ children?

Mrs. Nelson: No, we ______________

Los Angeles Unified School District
Asian Project - ABE
AP-201243

LESSON TWELVE - STUDENT LEAFLET
SECTION I: I Want an Apartment
SECTION II: I Have 2 Children

LESSON TWELVE

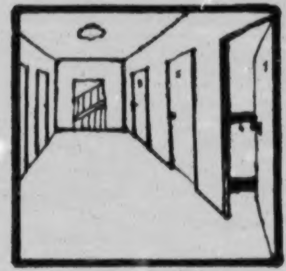
SECTION I: I WANT AN APARTMENT

OBJECTIVES

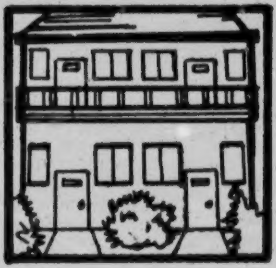
In this section you will:

1. Learn the names of some types of homes.
2. Learn to discuss some types of homes.

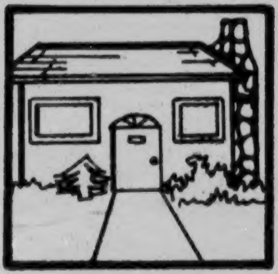
LISTENING COMPREHENSION



a room

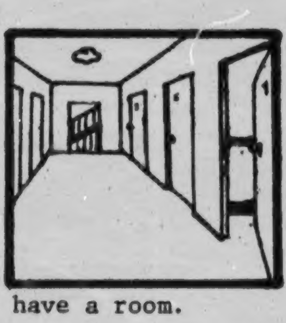


an apartment

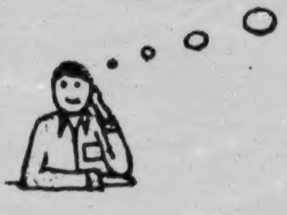


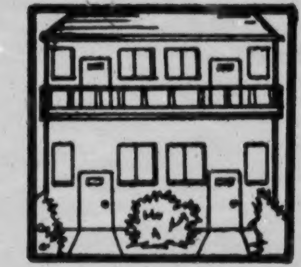
a house

THE DIALOGUE

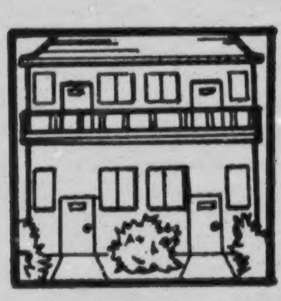


I have a room.

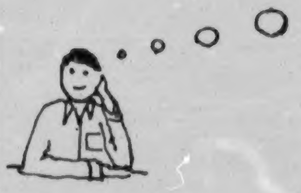


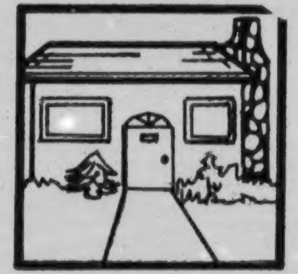


I want an apartment.



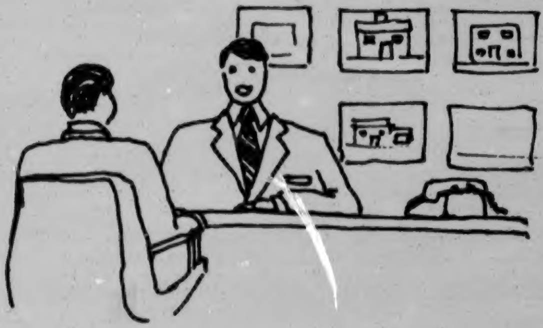
I have an apartment.





I want a house.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



Agent: May I help you?

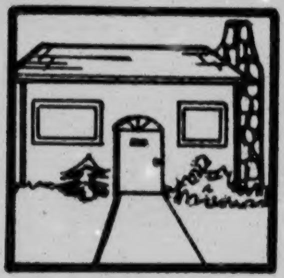
Mr. Kim: Yes, please. I want a home near a school.

Agent: Do you want a house or an apartment?

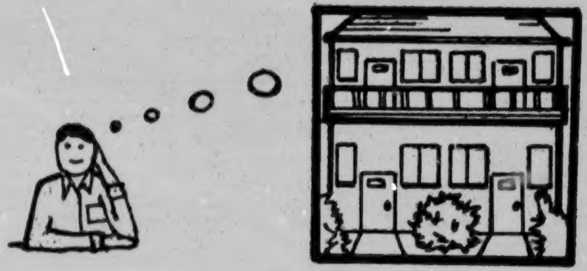
Mr. Kim: I want a house.

PRACTICE

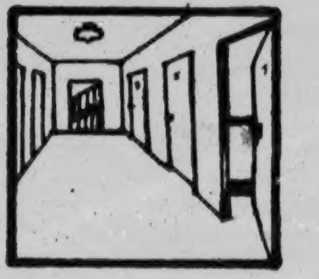
"What do you have/want?"



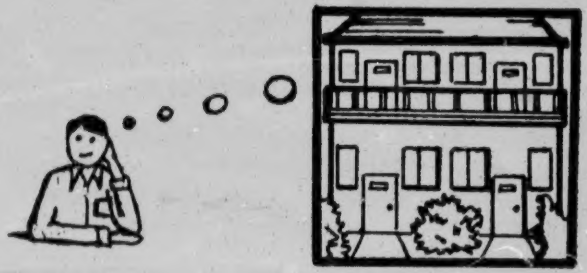
1. S-1: What do you have?
   S-2: I have a house.



2. S-1: What do you want?
   S-2: I want an apartment.

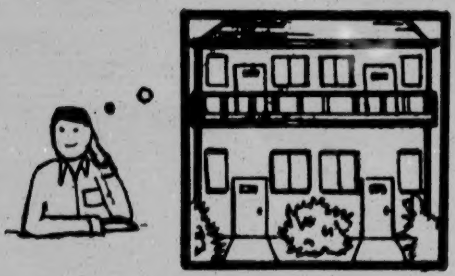


3. S-1: What do you have?
   S-2: I have a room.

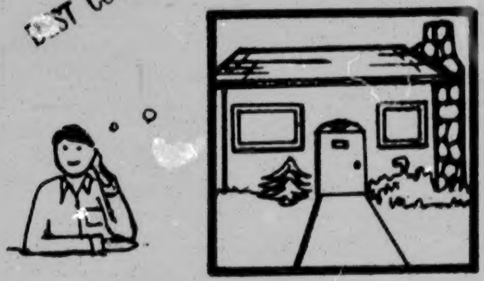


4. S-1: What do you want?
   S-2: I want an apartment.

"Do you have/want an apartment?"

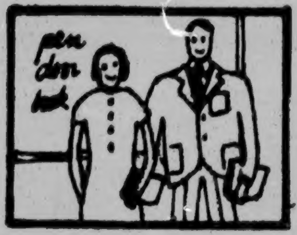


5. S-1: Do you want a house?
S-2: No, I don't.

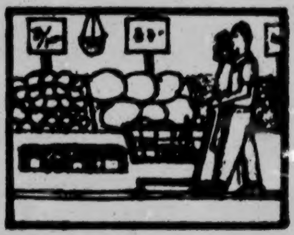


6. S-1: Do you want a house?
S-2: Yes, I do.

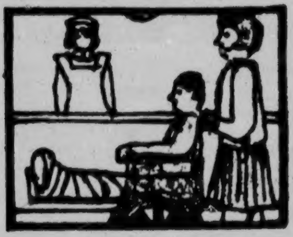
"I want a home near a school"



7. S-1: May I help you?
S-2: I want a home near a school.



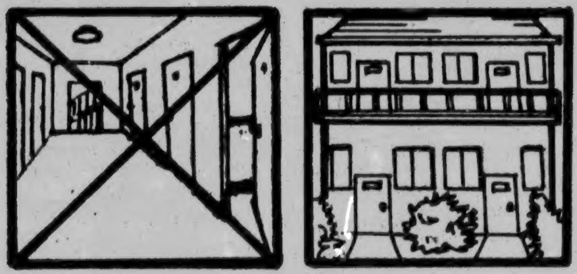
8. S-1: May I help you?
S-2: I want a home near a market.



9. S-1: May I help you?
S-2: I want a home near a hospital.

- -

MINI-DIALOGUES

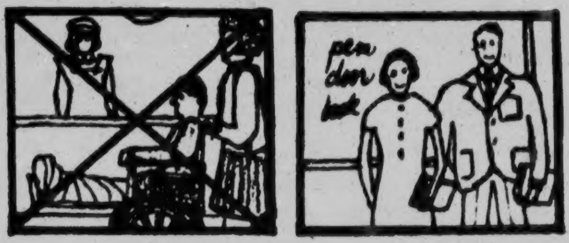


1. S-1: Do you want a room?

S-2: No, I don't.

S-1: What do you want?

S-2: I want an apartment.



2. S-1: Do you want a home near a hospital?

S-2: No, I don't.

S-1: What do you want?

S-2: I want a home near a school.

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on pages 2 and 3.

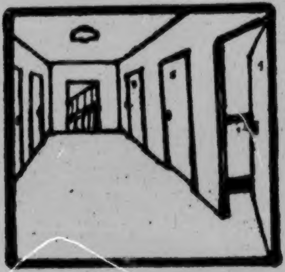
C. Read the Mini-dialogues on page 3.

D. Read:

I have a family. I have a wife, a son, and a daughter. We have an apartment. We want a house near a school.

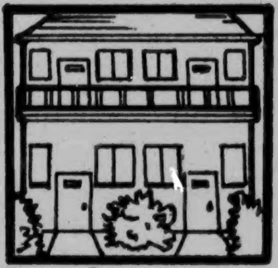
WRITING

Write the questions and answers.



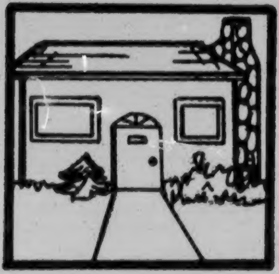
1. What do you want?

____



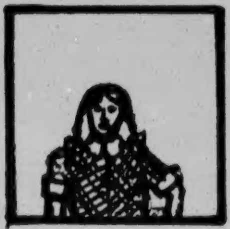
2. ____________________________________

I want an apartment.



3. Do you want a room?

____



4. Do you have a son?

____

____

I have a daughter.

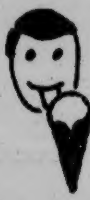
SECTION II: I HAVE 2 CHILDREN

OBJECTIVES

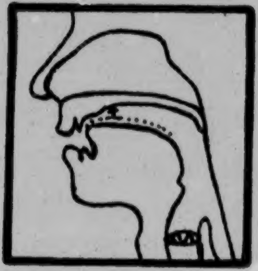
In this section you will:

1. Practice pronunciation.
2. Discuss the number of children in a family.

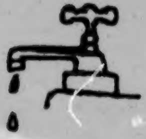
PRONUNCIATION



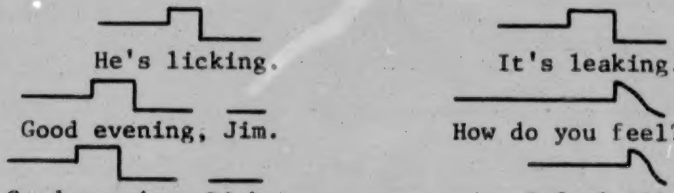
/I/ - lick



/I/ —— /iy/ .....



/iy/ - leak



He's licking.

It's leaking.

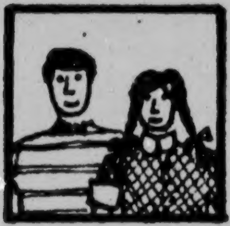
Good evening, Jim.

How do you feel?

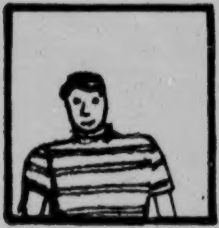
Good evening, Dick.

I feel ill.

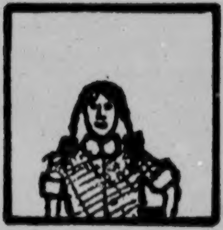
LISTENING COMPREHENSION



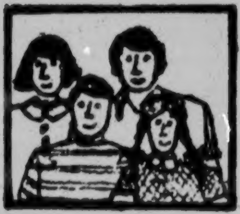
I have 2 children.



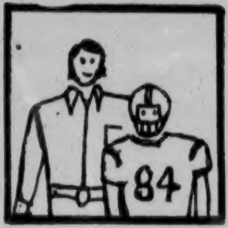
I have a son.



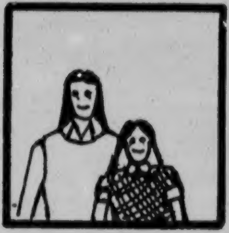
I have a daughter.



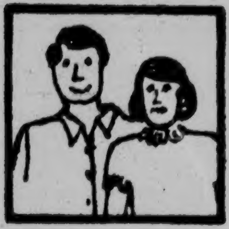
I have 4 children.



I have 2 sons.

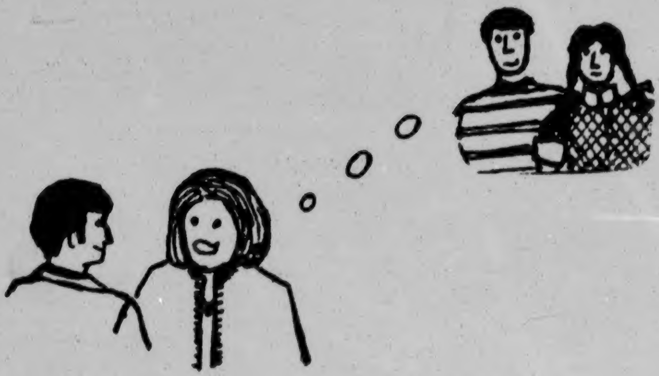


I have 2 daughters.



We don't have any children.

THE DIALOGUE



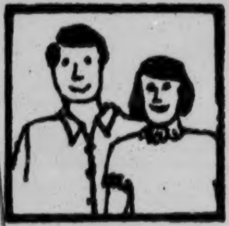
Mrs. Kim: Do you have any children?

Mr. Nelson: No, I don't. Do you?

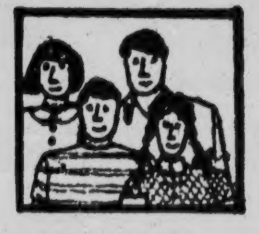
Mrs. Kim: Yes, I do. I have 2 (children).

PRACTICE

"Do you have any children?"

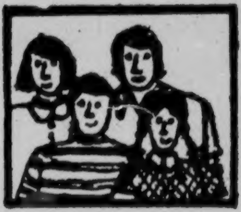


1. S-1: Do you have any children?
   S-2: No, we don't.

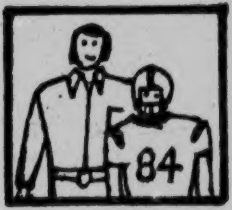


2. S-1: Do you have any children?
   S-2: Yes, we do.

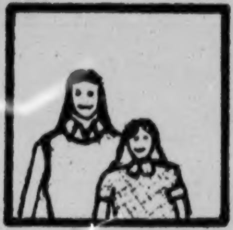
"How many children do you have?"



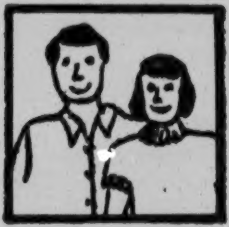
3. S-1: How many children do you have?
S-2: I have 4 (children).



4. S-1: How many sons do you have?
S-2: I have 2 (sons).

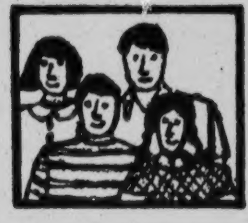


5. S-1: How many daughters do you have?
S-2: I have 2 (daughters).

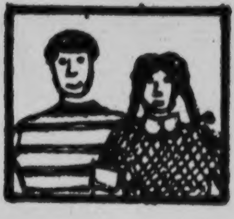


6. S-1: How many children do you have?
S-2: We don't have any.

MINI-DIALOGUES



1. S-1: Do you have any children?
S-2: Yes, I do.
S-1: How many (children) do you have?
S-2: I have 4.



2. S-1: Do you have any children?
S-2: Yes, I do.
S-1: How many (children) do you have?
S-2: I have 2.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on this page.

C. Read:

Kay and Bill Nelson do not have any children. They want 2 children. They want a son and a daughter.

WRITING

A. Write the questions or answers about the reading.

1. How many children do Kay and Bill Nelson have?

   They ______________________________

2. Do they want any children?

   ____

3. How many ______________________________

   They want 2 children.

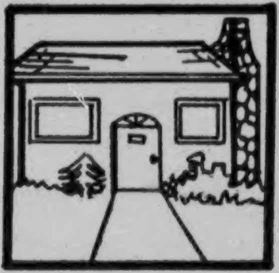
4. How many sons do they want?

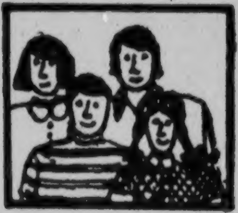
   ____

5. ______________________________

   They want one daughter.

B. Complete the sentences.



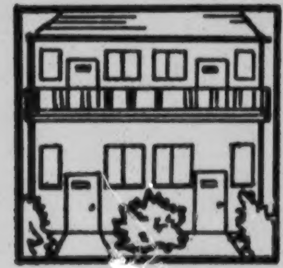


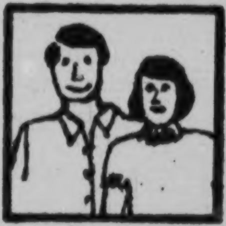
1. Agent: May I help you?

Mr. Gomez: I want ______________________________

Agent: How many children ______________________________

Mr. Gomez: ______________________________





2. Agent: What ______________________________ want?

Mrs. Nelson: I ______________________________

Agent: ______________ have ______________ children?

Mrs. Nelson: No, we ______________________________

LESSON TWELVE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of dwellings, floor plan, and family members and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What do you want? (I want an apartment.)	1 2 3 4 5	1 2 3 4 5
2. What do you have? (I have a room.)	1 2 3 4 5	1 2 3 4 5
3. Have students make questions using, "How many." (How many children do you want?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer questions from #3. (I want 2 children.)	1 2 3 4 5	1 2 3 4 5
5. Have students make questions using "do." (Do you have a house?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer questions from #5. (Yes, I do/No, I don't.)		

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I want an apartment.
2. I have four children.
3. I have two sons.
4. We don't have any children.
5. It's a leak.
6. Do you have a house?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE AP-291243

LESSON 12: STUDENT LEAFLET
EVALUATION FORM

LESSON TWELVE: STUDENT EVALUATION FORM

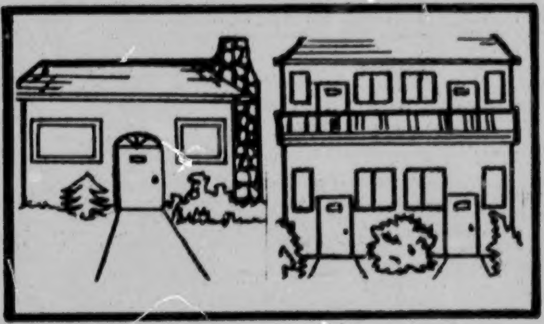
I. Oral Exercises

- -

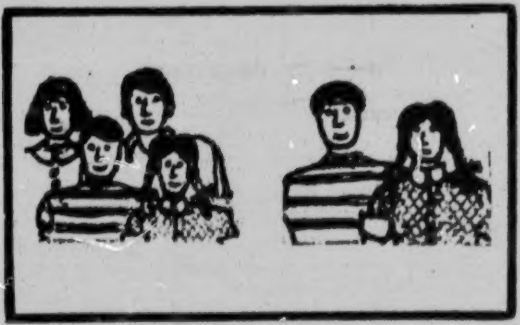
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

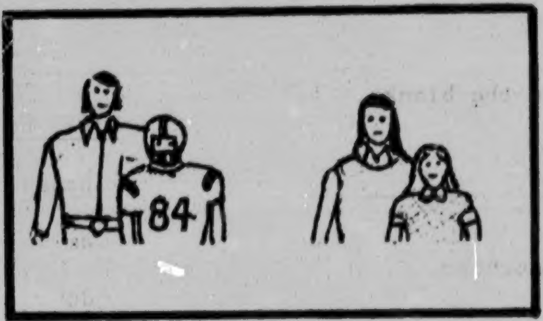
1.



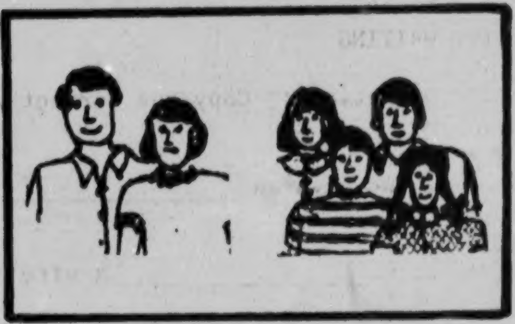
2.



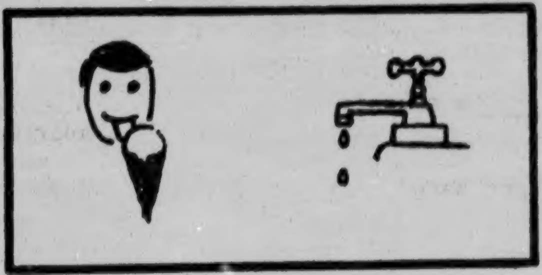
3.



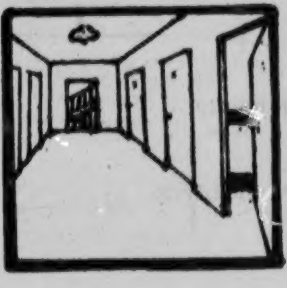
4.



5.



6.



Yes, I do.

No, I don't.

III. READING

Directions: Circle the correct answers.

1. I don't have __________ children.

any

no

not

2. Do you want _______ apartment?

a

an

on

3. How many daughters ________ you want?

are

do

have

4. I want __________ children.

one

a

two

- -

IV. WRITING

Directions: Copy the correct words in the blanks.

1. We have an ____________________________________

2. I _________________ a wife and a daughter.

3. We want a __________________________

4. I want a house ________________________ a school.

5. How many children ________________ you have?

Words to Copy

house

am

do

near

at

apartment

have

Los Angeles Unified School District
Asian Project - ABE AP-2A1243

BEST COPY AVAILABLE

LESSON TWELVE - CHINESE SUPPLEMENT
SECTION I: I Want an Apartment
SECTION II: I Have 2 Children

LESSON TWELVE	第十二課
SECTION I: I WANT AN APARTMENT	第一節：我(想)要一間公寓
OBJECTIVES	學習目標
In this section you will:	在這一節，你們要：
1. Learn the names of some types of homes.	一、學習一些房屋的名稱
2. Learn to discuss some types of homes.	二、學習談論一些房屋的種類。

THE DIALOGUE	對話
Agent: May I help you?	我能幫你(些什麼)嗎？
Mr. Kim: Yes, please. I want a home near a school.	我想要一間靠近學校的房子。
Agent: Do you want a house or an apartment?	你想要一間公寓還是一間房屋、
Mr. Kim: I want a house.	我想要一間房屋。

SECTION II: I HAVE 2 CHILDREN	第二節：我有兩個孩子
OBJECTIVES	學習目標
In this section you will:	在這一節，你們要：
1. Practice pronunciation.	一、練習發音

2. Discuss the number of children in a family.	二、討論家庭中的小孩人數
THE DIALOGUE	對話
Mrs. Kim: Do you have any children?	你有小孩嗎?
Mr. Nelson: No, I don't. Do you?	沒有。你呢?
Mrs. Kim: Yes, I do. I have 2 (children).	我有。我有兩個(孩子)。
NOTE	應注意事項
The literal translation for "May I help you?"	"May I help you?" 的直譯是 "我能幫你嗎?" 意思是 "我能替你做些什麼嗎?"

Los Angeles Unified School District
Asian Project - ABE
AP-211243

LESSON THIRTEEN - LESSON GUIDE
SECTION I: There Are Two Bedrooms in This Apartment
SECTION II: How Much Is the Rent?

LESSON THIRTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify the rooms in an apartment or a house.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Carry on a discussion with a landlady/landlord regarding a rental.
3. Discuss the number and types of rooms in an apartment or a house, as well as certain items of furniture.
4. Ask "yes-no" questions using "there" and give the correct short answers.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	Is there a kitchen in the apartment?	Yes, there is/No, there isn't.
	Are there 2 bedrooms in the apartment?	Yes, there are/No, there aren't.
	Is there a school nearby?	
Review:	How much is the rent?	It's $150 a month.
Fixed Expression:	There's only one.	

INSTRUCTIONAL AIDS

Drill pictures:
P120 - a living room
P121 - a dining room
P122 - a bathroom
P123 - a closet
P124 - Pronunciation: a pin
P125 - Facial diagram: /I/ and /ey/

Also:
P86 - a bedroom
P89 - a kitchen
P96 - There are 2 bedrooms (Is your husband at home?)
P72-79 - location pictures
P104 - a sore shoulder

Transparencies: T50 - a living room, a dining room, etc.
T51 - Dialogue (There are 2 bedrooms in this apartment)
T52 - Pronunciation: /ɪ/ - /ey/ (a pin - a pain)
T53 - Dialogue (How much is the rent?)
Also: T28 - locations

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

STRUCTURAL NOTES

The English expression "there is/are" translates into "have" in the four Asian languages.

English	Is there	a	kitchen		in this apartment?
Chinese	this apartment	have	kitchen	question particle	?
Japanese	(this of apartment + locative particle + subject particle)		kitchen + subject particle	have + question particle	
Korean	(this apartment + locative particle + subject particle)		kitchen subject particle	have + question particle	
Tagalog	Have		kitchen	question particle	in this apartment?
Spanish	Exist	a	kitchen		in this apartment?

English	Yes,	there is.
Chinese		have (this apartment have kitchen).
Japanese	yes	have
Korean	yes	have
Tagalog	Yes.	Have.
Spanish	Yes,	it exist.

English	No,	there isn't.
Chinese	not	have (this apartment not have kitchen).
Japanese	no	have not
Korean	no	none
Tagalog	Not	have.
Spanish	No,	not it exist.

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SECTION I: THERE ARE TWO BEDROOMS IN THIS APARTMENT

[NOTE: Students will not have their leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from Lesson 12.

B. Suggested items for review:

1. T: What do you have/want?
   S: I have/want a house.
2. T: How many children do you have/want?
   S: I have/want 2.

- - - - - - - - - - - - - - - -

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- - - - - - - - - - - - - - - -

LISTENING COMPREHENSION

Listening and Identifying

A. T shows pictures P120-123 and P86, 89 (T50) and identifies - Cl listens

T: This is a living room.

B. T cues and asks "yes-no" questions

$$- \left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle \text{answers}$$

T: (Show a living room.)
Is this a living room?

Listening and Repeating

$$\text{T cues and models} - \left.\begin{array}{l}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle \text{repeats answer}$$

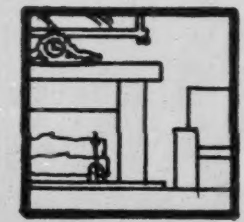
SECTION I: THERE ARE TWO BEDROOMS IN THIS APARTMENT

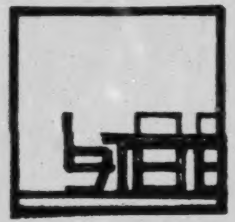
OBJECTIVE

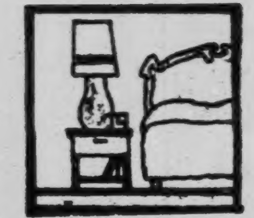
In this section you will learn the names of rooms in an apartment or a house.

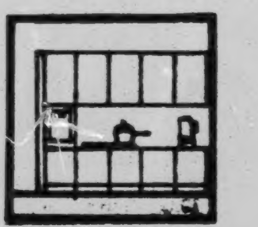
- - - - - - - - - - - - - - - -

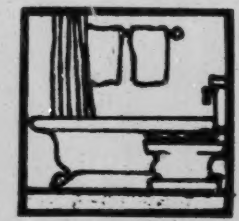
LISTENING COMPREHENSION

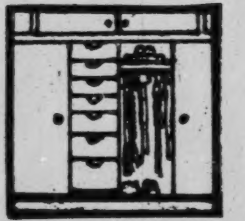

a living room


a dining room


a bedroom


a kitchen


a bathroom


a closet

T: (Show a dining room.) What's this?
It's a dining room.

Identifying

T cues and asks - Cl
Gr > identifies room
St

THE DIALOGUE

Preliminary Activity

A. Make a rough sketch of the floor plan on the blackboard.

B. T models - Cl listens

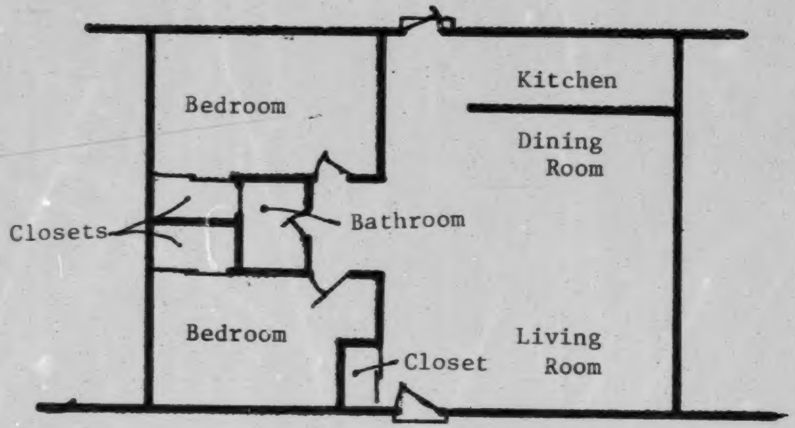
T: This is an apartment.
There's a living room in the apartment.

C. Substitution Drill

T cues - Cl
Gr > responds
St

T: There's a living room in the apartment.
dining room
(etc.)

THE DIALOGUE


Bedroom
Kitchen
Dining Room
Closets
Bathroom
Bedroom
Closet
Living Room

This is an apartment.

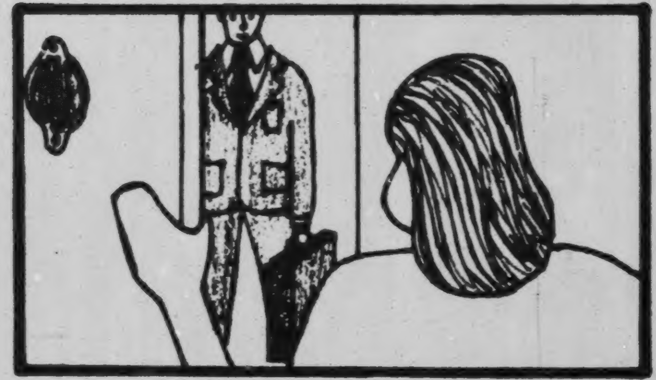
1. There's a living room in the apartment.
2. There's a dining room in the apartment.
3. There are 2 bedrooms in the apartment.
4. There's a kitchen in the apartment.
5. There's 1 bathroom in the apartment.
6. There are 3 closets in the apartment.

Presenting the Dialogue

A. Show dialogue picture P96 (T51) and set the scene: Jim Garcia is talking to the landlady about renting an apartment.

B. Follow the usual procedure for presenting the dialogue.

C. Show the dialogue on the board or overhead for the reading lesson.



Jim Garcia: Do you have a large apartment for rent?
Landlady: Yes, I do. There are 2 bedrooms in this apartment.
Jim Garcia: Is there a school nearby?
Landlady: Yes, there is.

PRACTICE

"Yes, there is/there are"

[NOTE: Cue with a floor plan for these drills.]

A. Repetition Drill

T cues and models - Cl / Gr / St > repeats short answer

T: Is there a kitchen in the apartment?
Yes, there's a kitchen in the apartment.
Yes, there is.

Are there bedrooms in the apartment?
Yes, there are bedrooms in the apartment.
Yes, there are.

[NOTE: Show how the short answer is formed by deletion of the rest of the sentence.]

PRACTICE

B. Answer Drill

T asks - Cl
Gr > answers
St

T: Is there a kitchen in this apartment?
S: Yes, there is.

T: Are there closets in this apartment?
S: Yes, there are.

"Is there a bathroom in the apartment?"

A. Substitution Drills

T cues with floor plan or word cues
Cl
- Gr > responds
St

B. Question and Answer Drill

[NOTE: Have students refer to floor plan of apartment.]

T cues: St asks - Gr
St > answers

"Is there a bathroom in the apartment?"

A. Substitution Drills

T: Is there a bathroom in the apartment?
S: Is there a bathroom in the apartment?
kitchen
S: Is there a kitchen in the apartment?
living room
S: Is there a living room in the apartment?
dining room
S: Is there a dining room in the apartment?

T: Are there bedrooms in the apartment?
S: Are there bedrooms in the apartment?
closets
S: Are there closets in the apartment?
bathrooms
S: Are there bathrooms in the apartment?

B. Question and Answer Drill

[NOTE: See floor plan of apartment.]

1. S-1: Is there a kitchen in the apartment?
   S-2: Yes, there is.
2. S-1: Are there closets in the apartment?
   S-2: Yes, there are.
3. S-1: Is there a dining room in the apartment?
   S-2: Yes, there is.

"Is there a school nearby?"

A. Substitution Drill

T: Is there a school nearby?
a market
a hospital
(etc.)

B. Question and Answer Drill

T cues: Gr ↘ St → asks - Gr ↘ St → answers

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow the directions as noted in the student leaflet.

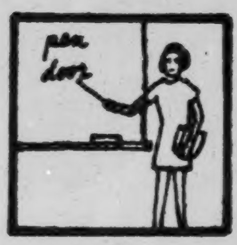
C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

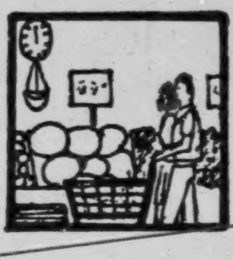
WRITING

Have the students do the writing exercises as noted in the student leaflet.

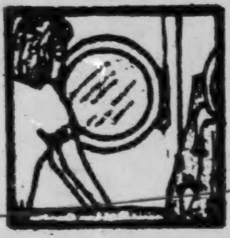
"Is there a school nearby?"



1. S-1: Is there a school nearby?
S-2: Yes, there is.



2. S-1: Is there a market nearby?
S-2: Yes, there is.



3. S-1: Is there a laundromat nearby?
S-2: Yes, there is.

READING

A. Read the names of the rooms on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read:

I have a large apartment. There are three bedrooms, a dining room, a kitchen, and a bathroom in my apartment. There's a market nearby.

WRITING

Complete the sentences about the story in Reading.

1. Do you have a large apartment?

   ____

2. Is there a dining room ________________

   Yes, __________________________

3. ____________ three bedrooms in the apartment?

   ____

4. _____________ a bathroom ______________

   ________, there is.

5. _____________ a market nearby?

   ____

SECTION II: HOW MUCH IS THE RENT?

[NOTE: Have students put away their leaflets at this time.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. T shows pictures P124 and 104 (T50) and models - Cl listens
2. Hold up the two pictures and have the students point to the proper picture as you pronounce the words.
3. T models the words - Cl repeats
4. Using the facial diagram P125 (T50), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

SECTION II: HOW MUCH IS THE RENT?

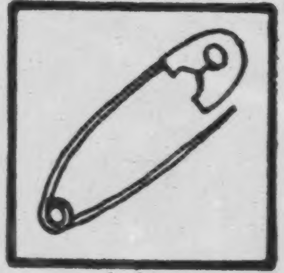
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

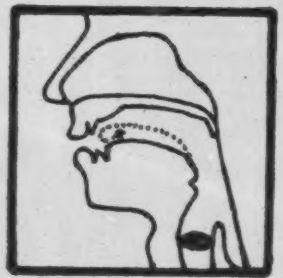
In this section you will:

1. Practice pronunciation.
2. Learn to ask about the rent on a house or apartment.

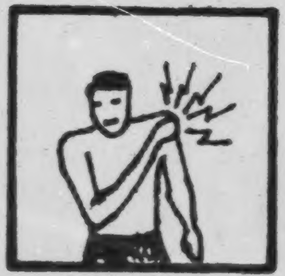
PRONUNCIATION



/I/ pin



/I/ ... /ey/——



/ey/ pain

a pin

I have a pin.

What's the date?

It's May 6.

a pain

I have a pain.

Is the steak on the table?

Yes, it is.

THE DIALOGUE

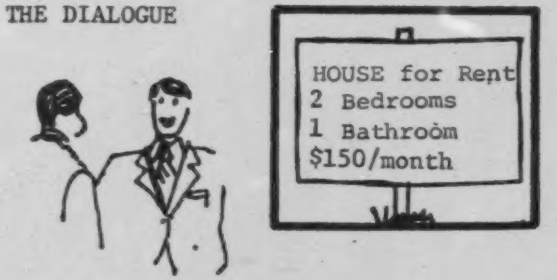
A. Draw the "House for Rent" sign on the board and set the scene for the dialogue.

B. Follow the usual procedure for presenting a dialogue.

C. Show the dialogue on the board or overhead for the reading lesson (T53).

[NOTE: Teach "There's only one" as a fixed expression.]

THE DIALOGUE



Mr. Kim: How much is the rent?

Landlord: It's $150 a month.

Mr. Kim: Are there 2 bathrooms in this house?

Landlord: No, there aren't. There's only one.

PRACTICE

"No, there isn't/there aren't"

[NOTE: Cue with pictures of the bedroom and kitchen.]

A. Repetition Drill

T cues and models - Cl / Gr / St > repeats short answer

PRACTICE

T: Is there a lamp in the kitchen?
No, there isn't a lamp in the kitchen.
No, there isn't.

Are there beds in the living room?
No, there aren't beds in the living room.
No, there aren't.

[NOTE: Explain the formation and use of the short negative answer.]

B. Answer Drill

T asks - Cl
Gr > answers
St

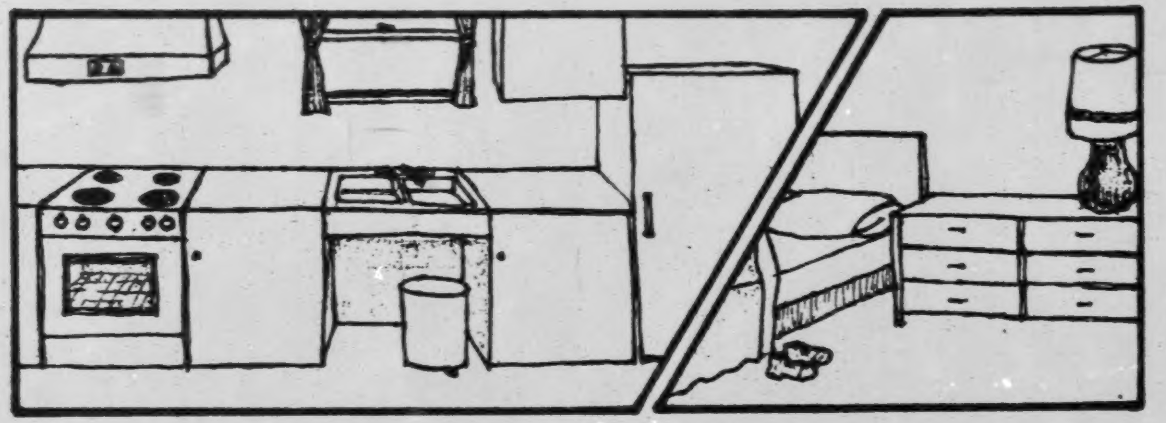
T: Is there a lamp in the kitchen?
S: No, there isn't.

T: Are there lamps in the bathroom?
S: No, there aren't.

CONTROLLED CONVERSATION

T cues with pictures of a bedroom and a kitchen: St asks - St answers

CONTROLLED CONVERSATION



The Kitchen and the Bedroom

S-1: Is there a bed in the kitchen?
S-2: No, there isn't.

S-1: Is there a counter in the kitchen?
S-2: Yes, there is.

S-1: Are there pillows in the bedroom?
S-2: Yes, there are.

S-1: Are there lamps in the kitchen?
S-2: No, there aren't.

S-1: Is there a cabinet in the bedroom?
S-2: No, there isn't.

PRACTICE

"It's $150 a month"

A. Substitution Drill

T: It's $150 a month.
75
125
(etc.)

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: (Show a house and write $200 on board.)
How much is the rent?

S: It's $200 a month.

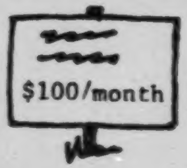
"How much is the rent?"

Question and Answer Drill

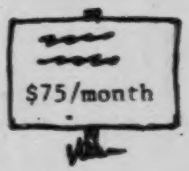
T cues: Gr / St > asks - Cl / Gr / St > answers

PRACTICE

"How much is the rent?"



1. S-1: How much is the rent?
S-2: It's $100 a month.



2. S-1: How much is the rent?
S-2: It's $75 a month.

MINI-DIALOGUES

T cues by drawing "For Rent" signs on board: St asks - St answers

OPTIONAL ACTIVITIES: Have students role play a landlady/landlord and a house/apartment seeker. Have them converse with each other, using the sentence patterns and expressions learned in this lesson.

- -

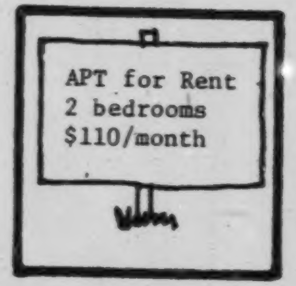
READING

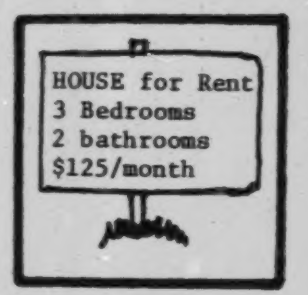
[NOTE: Have students open their leaflets at this time.]

A., B., and C. Have students follow the directions as noted in the student leaflet.

D. Have students read the paragraph silently to themselves.

MINI-DIALOGUES





1. S-1: How much is the rent?
   S-2: It's $110 a month.
   S-1: Are there 2 bedrooms in this apartment?
   S-2: Yes, there are.

2. S-1: How much is the rent?
   S-2: It's $125 a month.
   S-1: Are there 2 bathrooms in this house?
   S-2: Yes, there are.

- -

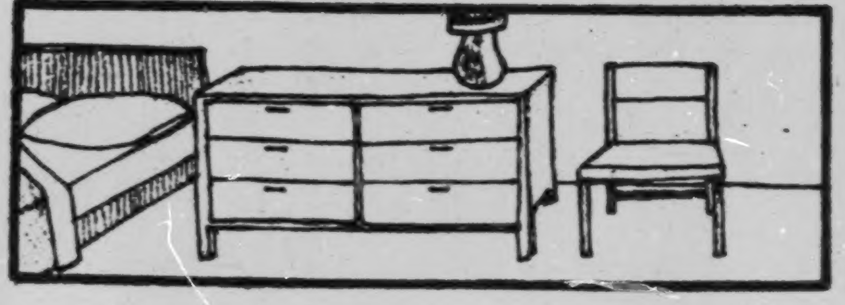
READING

A. Read the Controlled Conversation on page 5.

B. Read the Practice exercises on page 6.

C. Read the Mini-dialogues on page 6.

D. Read:



E. Have students read the answers to the questions.

This is the bedroom in Sue's apartment. There's a bed, a dresser, and a chair in her bedroom. There's a lamp on the dresser. There are 2 pillows on her bed. There's no telephone in her bedroom.

E. Read the answers to these questions:

1. What's this room?
2. Is there a dresser in her bedroom?
3. Are there 2 beds in her apartment?
4. Is there a telephone in her bedroom?
5. Is there a telephone in your bedroom?
6. Are there pillows on her bed?

WRITING

Have students follow the directions
as noted in the student leaflet.

WRITING

Complete the sentences.

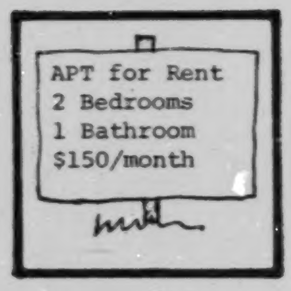
1. Agent: There ____________ in this apartment.

Bill: _________ a bathroom in this apartment?

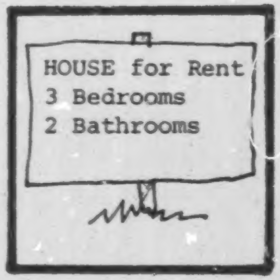
Agent: Yes, ___________

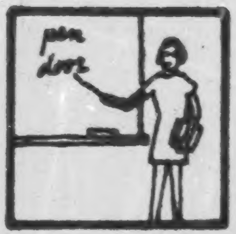
Bill: How much __________

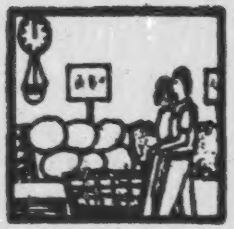
Agent: It's ____________



2.


HOUSE for Rent
3 Bedrooms
2 Bathrooms





I have 4 children. I want this __________.

There's a ________ and a _______ nearby. There _____

3 _________ and 2 ________ in this house.

Los Angeles Unified School District
Asian Project - ABE
AP-201343

LESSON THIRTEEN - STUDENT LEAFLET
SECTION I: There Are Two Bedrooms in This Apartment
SECTION II: How Much Is The Rent?

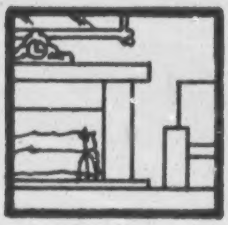
LESSON THIRTEEN

SECTION I: THERE ARE TWO BEDROOMS IN THIS APARTMENT

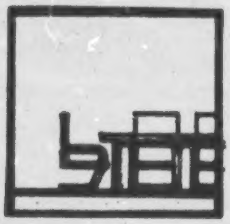
OBJECTIVE

In this section you will learn the names of rooms in an apartment or a house.

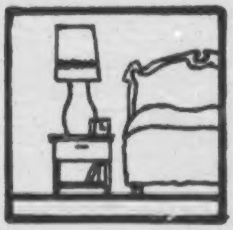
LISTENING COMPREHENSION



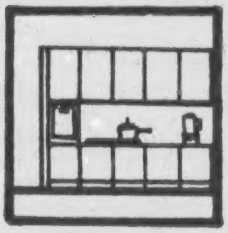
a living room



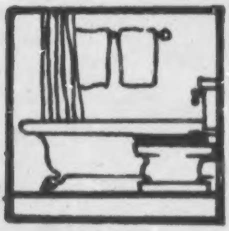
a dining room



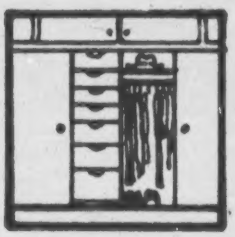
a bedroom



a kitchen

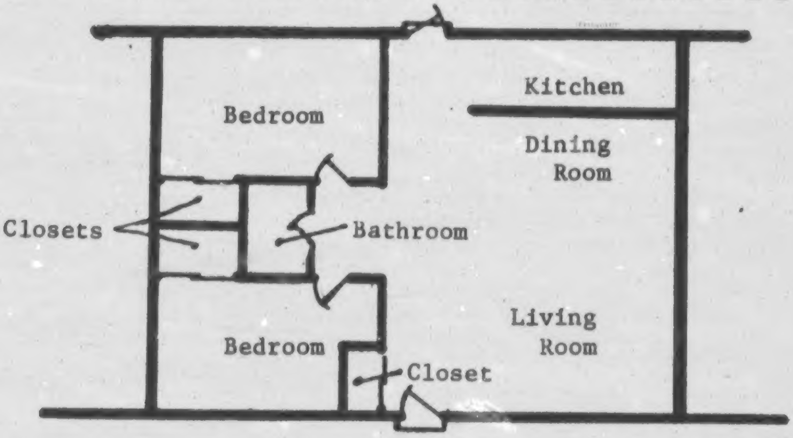


a bathroom



a closet

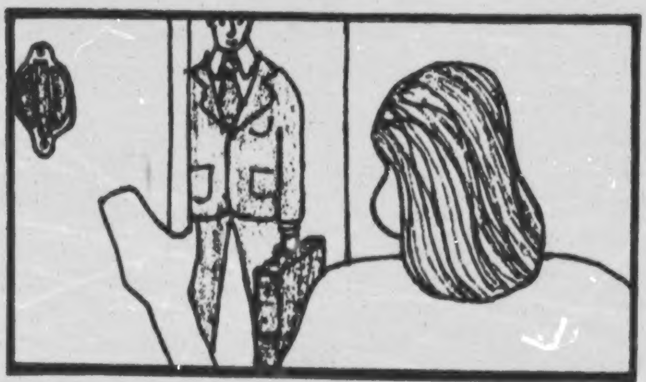
THE DIALOGUE


Bedroom
Kitchen
Dining Room
Closets
Bathroom
Living Room
Bedroom
Closet

This is an apartment.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

1. There's a living room in the apartment.
2. There's a dining room in the apartment.
3. There are 2 bedrooms in the apartment.
4. There's a kitchen in the apartment.
5. There's 1 bathroom in the apartment.
6. There are 3 closets in the apartment.



Jim Garcia: Do you have a large apartment for rent?

Landlady: Yes, I do. There are 2 bedrooms in this apartment.

Jim Garcia: Is there a school nearby?

Landlady: Yes, there is.

- -

PRACTICE

"Is there a bathroom in the apartment?"

A. Substitution Drills

T: Is there a bathroom in the apartment?

kitchen
living room
dining room

S: Is there a bathroom in the apartment?
Is there a kitchen in the apartment?
Is there a living room in the apartment?
Is there a dining room in the apartment?

T: Are there bedrooms in the apartment?

closets
bathrooms

S: Are there bedrooms in the apartment?
Are there closets in the apartment?
Are there bathrooms in the apartment?

B. Question and Answer Drill

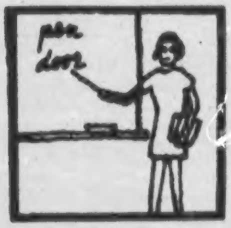
[NOTE: See floor plan of apartment.]

1. S-1: Is there a kitchen in the apartment?
   S-2: Yes, there is.

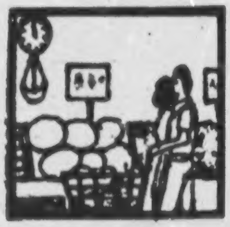
2. S-1: Are there closets in the apartment?
   S-2: Yes, there are.

3. S-1: Is there a dining room in the apartment?
   S-2: Yes, there is.

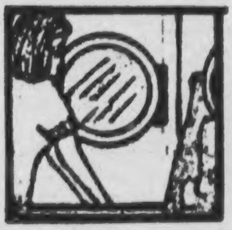
"Is there a school nearby?"



1. S-1: Is there a school nearby?
   S-2: Yes, there is.



2. S-1: Is there a market nearby?
   S-2: Yes, there is.



3. S-1: Is there a laundromat nearby?
   S-2: Yes, there is.

- -

READING

A. Read the names of the rooms on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read:

I have a large apartment. There are three bedrooms, a dining room, a kitchen, and a bathroom in my apartment. There's a market nearby.

- -

WRITING

Complete the sentences about the story in Reading.

1. Do you have a large apartment?

   ____

2. Is there a dining room ____________________________________

   Yes, ______________________________

3. ______________________________ three bedrooms in the apartment?

____

4. _________________________ a bathroom ____________________.

____________, there is.

5. _______________________________ a market nearby?

____

- -

SECTION II: HOW MUCH IS THE RENT?

[NOTE: Put away your leaflet until time for Reading.]

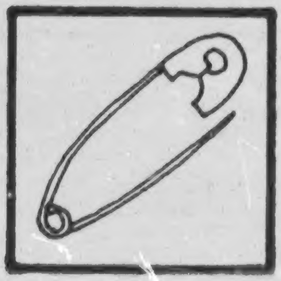
OBJECTIVES

In this section you will:

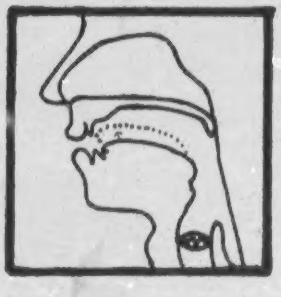
1. Practice pronunciation.
2. Learn to ask about the rent on a house or apartment.

- -

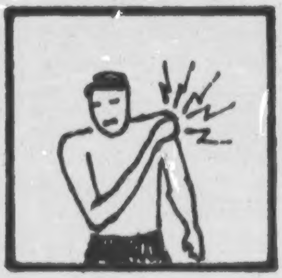
PRONUNCIATION



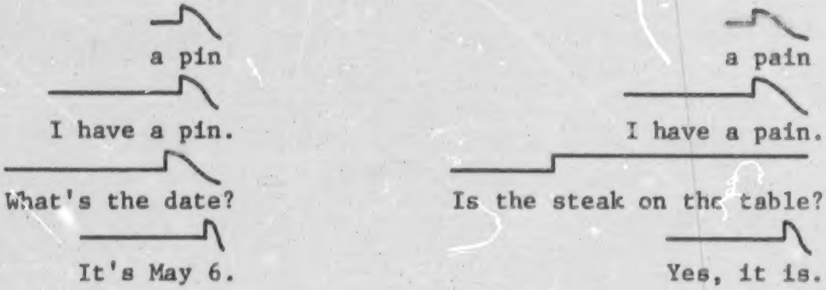
/I/ pin



/I/···· /ey/——



/ey/ pain



a pin

I have a pin.

What's the date?

It's May 6.

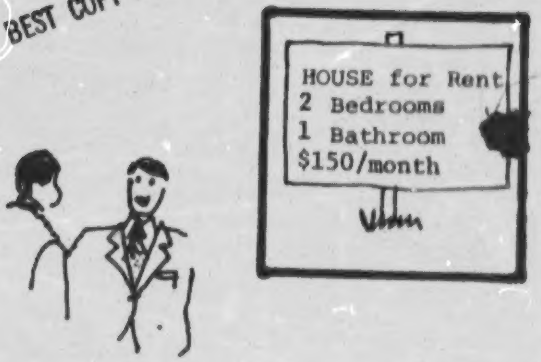
a pain

I have a pain.

Is the steak on the table?

Yes, it is.

THE DIALOGUE



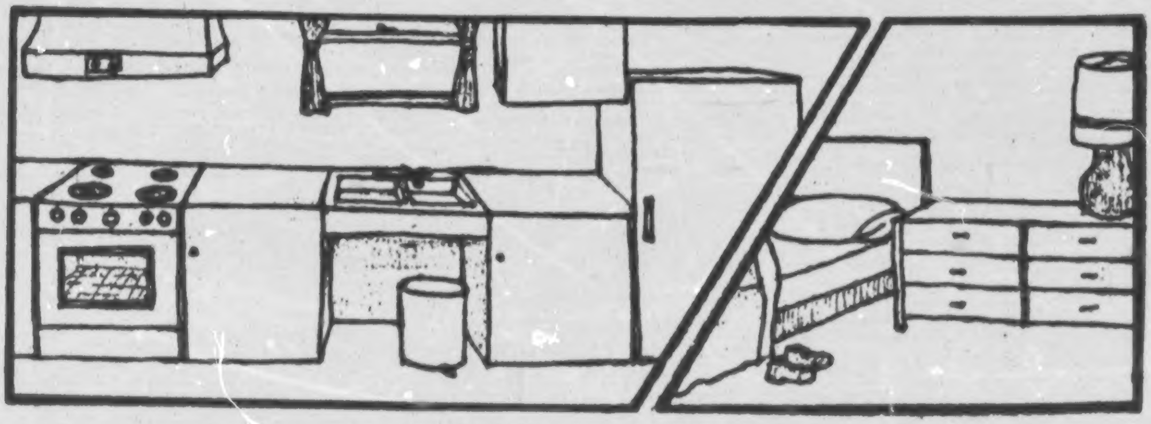
Mr. Kim: How much is the rent?

Landlord: It's $150 a month.

Mr. Kim: Are there 2 bathrooms in this house?

Landlord: No, there aren't. There's only one.

CONTROLLED CONVERSATION



The Kitchen and the Bedroom

S-1: Is there a bed in the kitchen?
S-2: No, there isn't.

S-1: Is there a counter in the kitchen?
S-2: Yes, there is.

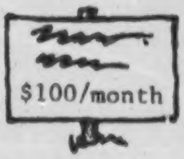
S-1: Are there pillows in the bedroom?
S-2: Yes, there are.

S-1: Are there lamps in the kitchen?
S-2: No, there aren't.

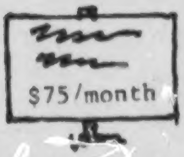
S-1: Is there a cabinet in the bedroom?
S-2: No, there isn't.

PRACTICE

"How much is the rent?"

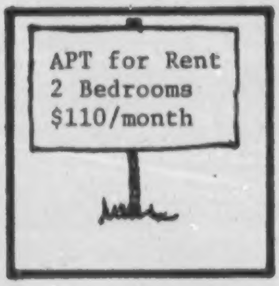


1. S-1: How much is the rent?
   S-2: It's $100 a month.

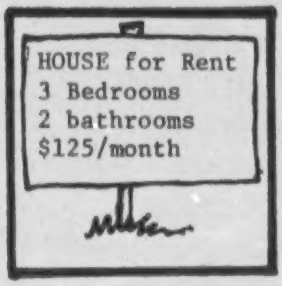


2. S-1: How much is the rent?
   S-2: It's $75 a month.

MINI-DIALOGUES


APT for Rent
2 Bedrooms
$110/month

1. S-1: How much is the rent?
   S-2: It's $110 a month.
   S-1: Are there 2 bedrooms in this apartment?
   S-2: Yes, there are.


HOUSE for Rent
3 Bedrooms
2 bathrooms
$125/month

2. S-1: How much is the rent?
   S-2: It's $125 a month.
   S-1: Are there 2 bathrooms in this house?
   S-2: Yes, there are.

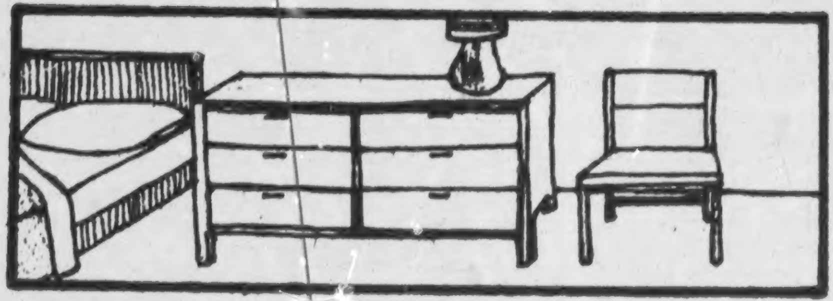
READING

A. Read the Controlled Conversations on page 5.

B. Read the Practice exercises on this page.

C. Read the Mini-dialogues on this page.

D. Read:



This is the bedroom in Sue's apartment. There's a bed, a dresser, and a chair in her bedroom. There's a lamp on the dresser. There are 2 pillows on her bed. There's no telephone in her bedroom.

E. Read the answers to these questions:

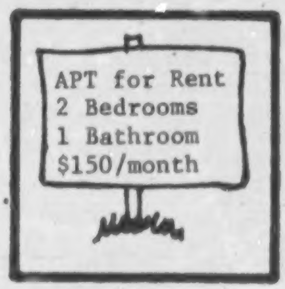
1. What's this room?
2. Is there a dresser in her bedroom?
3. Are there 2 beds in her apartment?
4. Is there a telephone her bedroom?
5. Is there a telephone in your bedroom?
6. Are there pillows on her bed?

WRITING

Complete the sentences.

1. **Agent:** There ________________________________ in this apartment.

Bill: ________________________ a bathroom in this apartment?

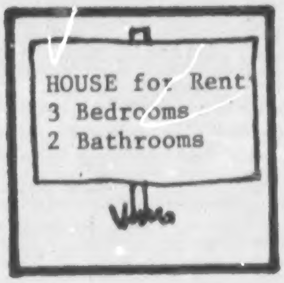

APT for Rent
2 Bedrooms
1 Bathroom
$150/month

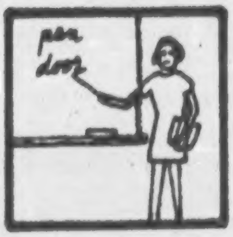
Agent: Yes, ____________________

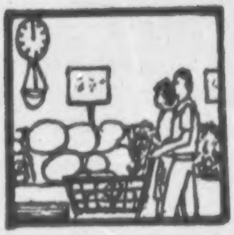
Bill: How much ____________________

Agent: It's ____________________

2.


HOUSE for Rent
3 Bedrooms
2 Bathrooms





I have 4 children. I want this ____________________.

There's a ________________ and ____________________

nearby. There __________ 3 ____________________ and

2 ____________________ in this house.

LESSON THIRTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of dwellings, rooms, locations, and "For Rent" signs and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "yes-no" questions. (Is there a dining room in the apartment?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (Yes, there is/No, there isn't.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask question about locations. (Is there a market nearby?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, there is/No, there isn't.)	1 2 3 4 5	1 2 3 4 5
5. How much is the rent? (It's $200 a month.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. There's a living room in the apartment.
2. There's a post office nearby.
3. Where's the pin?
4. There's only one bedroom in the apartment.
5. Are there two bathrooms in this house?
6. Is the rent $150 a month?
7. Is there a cabinet in the bedroom?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

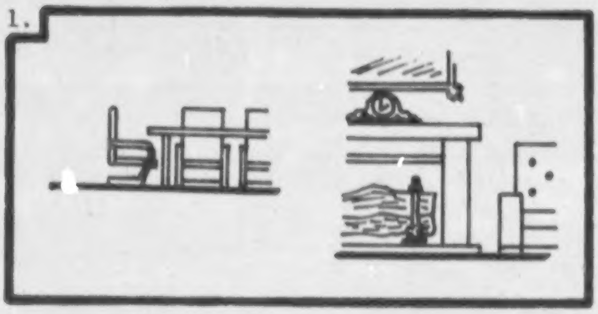
LESSON THIRTEEN: STUDENT EVALUATION FORM

I. Oral Exercise

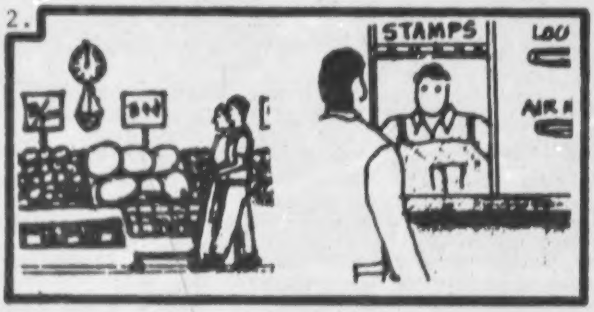
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

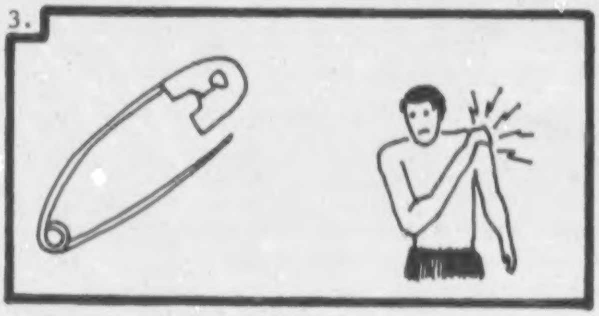
1.



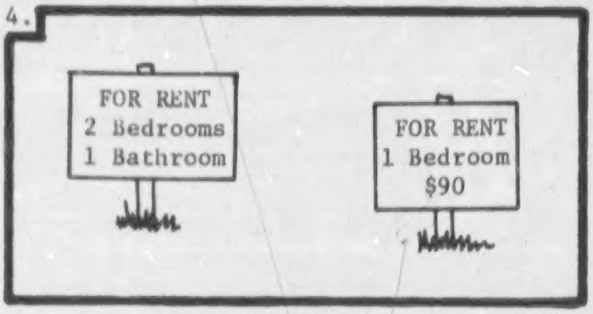
2.


STAMPS
AIR M

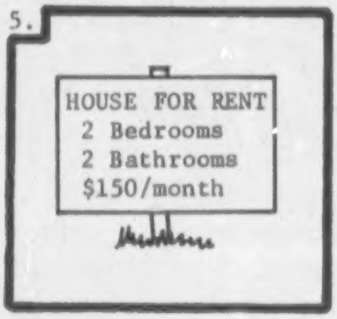
3.



4.


FOR RENT
2 Bedrooms
1 Bathroom
FOR RENT
1 Bedroom
$90

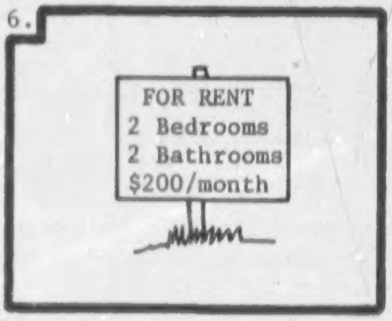
5.


HOUSE FOR RENT
2 Bedrooms
2 Bathrooms
$150/month

Yes, it is.

Yes, there are.

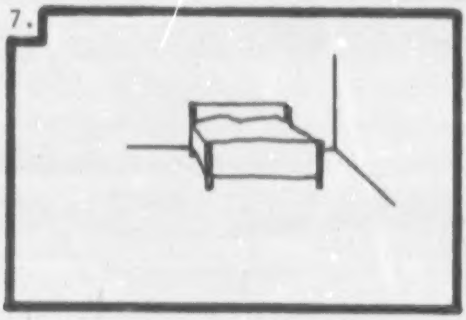
6.


FOR RENT
2 Bedrooms
2 Bathrooms
$200/month

No, it isn't.

No, there isn't.

7.



No, there isn't.

No, it isn't.

III. READING

Directions: Circle the correct answers.

1. There __________ a school nearby.

have

is

are

2. There are ___________ in the kitchen.

beds

pillows

counters

3. Are there two bedrooms?

Yes, ____________.

they are

there is

there are

4. There's _________ telephone in the bedroom.

not

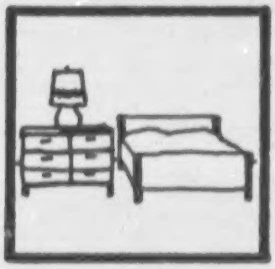
nothing

no

- -

IV. WRITING

Directions: Write the correct answers.

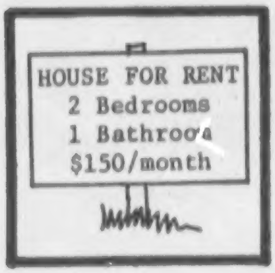


1. What's this?

It's a __________________________________.

2. Is there a lamp in the bedroom?

Yes, ______________________________.



3. How much is the rent?

It's _______________ a __________________.

4. Are there two bathrooms in this house?

No, ______________________________.

5. _______________________'s only one.

BEST COPY AVAILABLE

LESSON THIRTEEN

第十三課

SECTION I: THERE ARE TWO BEDROOMS IN THIS APARTMENT

第一節：這間公寓有兩間卧房

OBJECTIVE

學習目標

In this section you will learn the names of rooms in an apartment or a house.

在這一節，你要學習公寓或房屋房間的名稱。

THE DIALOGUE

對話

Jim Garcia:	Do you have a large apartment for rent?	你有大的公寓出租嗎？
Landlady:	Yes, I do. There are 2 bedrooms in this apartment.	有的。這間公寓有兩間卧房。
Jim Garcia:	Is there a school nearby?	附近有學校嗎？
Landlady:	Yes, there is.	有。

SECTION II: HOW MUCH IS THE RENT?

第二節：租金多少錢？

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunication.
2. Learn to ask about the rent on a house or apartment.

在這一節，你們要：

一、練習發音

二、學習問房屋或公寓的租金。

THE DIALOGUE

對話

Mr. Kim:	How much is the rent?	租金多少錢？
Landlord:	It's $150 a month.	一百五十塊錢一個月。
Mr. Kim:	Are there 2 bathrooms in this house?	這間房屋有兩間浴室嗎？
Landlord:	No, there aren't. There's only one.	沒有，只有一間。

NOTES

1. The expression "there is/are" has the same meaning as the word "have" in Chinese. In English, the expression "there is/are" usually comes at the beginning of the sentence, while the word "have" usually comes after the subject.

2. The words "how much" and "how many" are the same in Chinese. However, in English, "how much" is used for asking the price or is used with mass nouns, and "how many" is used with count nouns. Examples:

How much is the rent?
How much coffee do you want?
How many bedrooms do you want?

應注意事項

一、英文成語 "there is/are"（有）和動詞 "have"（有），在中文裡是同樣一個字：有。"there is/are" 通常用在句首，而動詞 "have" 通常用在主詞的後面。

二、"how much" 和 "how many" 在中文都是"多少"。"how much" 用於問價錢和不能計數的集體名詞。"how many" 用於問能夠計數的普通名詞。

例如：

租金多少錢？
你要多少咖啡？
你要多少間臥房？

Los Angeles Unified School District
Asian Project - ABE
AP-211443

LESSON FOURTEEN - LESSON GUIDE
SECTION I: He Wants 2 Drumsticks
SECTION II: Are You Hungry?

LESSON FOURTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify:

1. Names of chicken parts.
2. Expressions for feelings of hunger and thirst.

Listening and Speaking: Student will be able to:

1. Purchase fried chicken parts at a take-out stand.
2. Discuss feelings of hunger and thirst.
3. Tell time, using all the numerals.
4. Use the third person singular form in the conversations.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What does he/she/your husband want?	He/She wants some chicken/drumsticks.
	Are you/Is he hungry?	I'm/He's hungry/thirsty.
Review:	What do you want?	I want a hamburger/some coffee.
	Do you want a hamburger?	Yes, I do/No, I don't.
		Yes, I am/No, I'm not.
	What time is it?	It's 8:25.

INSTRUCTIONAL AIDS

Drill pictures:

P126 - a chicken
P127 - wings
P128 - breasts
P129 - drumsticks
P130 - thighs
P131 - Dialogue (He wants drumsticks)
P132 - I'm hungry
P133 - I'm thirsty
P134 - Facial diagram: /ɔ/ and /ow/
Also: P1 - Are you hungry? (How are you?)
Lesson 6 food pictures P49-52

Transparencies:
T54 - a chicken and its parts
T55 - Dialogue (He wants drumsticks)
T56 - Pronunciation: /ɔ/ - /ow/ (ball - bowl)
T57 - I'm hungry, I'm thirsty + Dialogue (Are you hungry?)

CULTURAL AND STRUCTURAL NOTES

1. The concept of subject and verb agreement is new to the Asian students.

English	He	wants			drumsticks.	
Chinese	he	want			drumstick .	
Japanese	(he+subject particle)				drumstick+subject particle	desirable is
Korean	(he+subject particle)				drumstick+object particle	want do
Tagalog		want	he	article	drumstick .	
Spanish	He	wants		article	drumsticks.	

2. In Chinese and Tagalog, no verb is needed when the adjective is in the predicate position, not modifying any noun.

English	I	am	hungry.	
Chinese	I		hungry.	
Tagalog			hungry	I.
Spanish	I	have	hunger.	

SECTION I: HE WANTS 2 DRUMSTICKS

[NOTE: Do not distribute leaflets until time for Reading.]

REVIEW

A. Use pictures from Lesson 13 for oral review.

T cues: T
St > asks - Cl
Gr
St > answers

B. Suggested items for review

1. "Is/Are there a closet/closets in your apartment?"
2. "How many bedrooms do you have/want?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows pictures P126-130 (T54) and identifies - Cl listens

B. T cues and asks "yes-no" questions - Cl identifies

T: (Show wings.) Are they wings?

Listening and Repeating

T cues and models - Cl
Gr
St > repeats

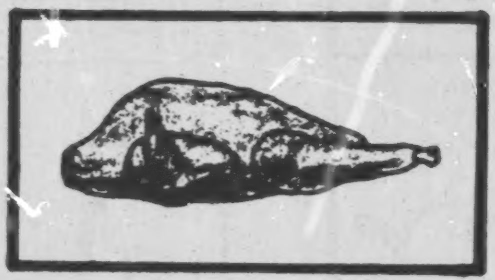
SECTION I: HE WANTS 2 DRUMSTICKS

OBJECTIVES

In this section you will learn:

1. The names of chicken parts.
2. To buy chicken parts at a take-out store.

LISTENING COMPREHENSION

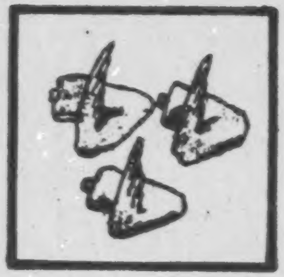


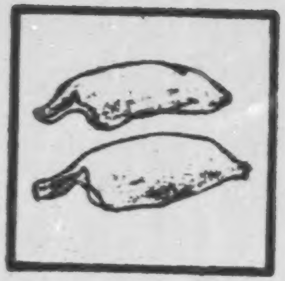
a chicken

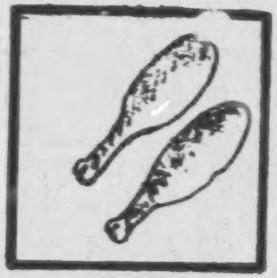
Identifying

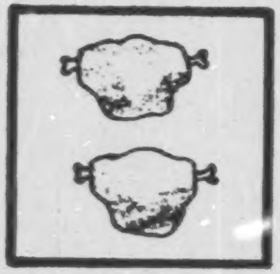
T cues and asks identity - Cl
Gr > answers
St

OPTIONAL ACTIVITY: Pass out some pictures to students, placing others away from them. Have students ask each other:
S-1: What are these/those?
S-2: They're drumsticks.


wings


breasts


drumsticks


thighs

373

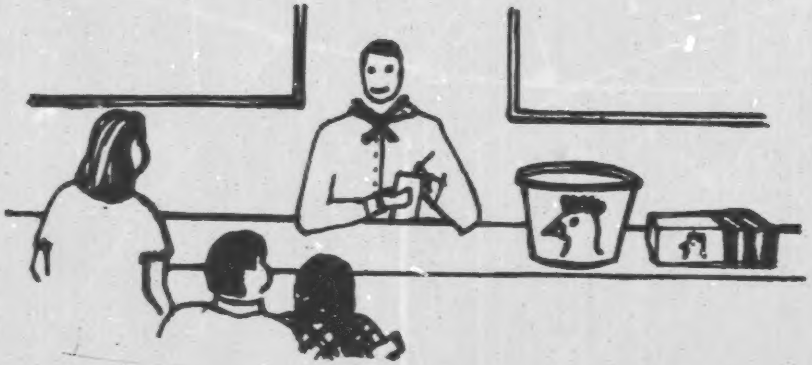
THE DIALOGUE

A. Show dialogue picture P131 (T55) and set the scene.

B. Present dialogue following the usual procedure.

C. Show the dialogue on the board or overhead for reading lesson.

THE DIALOGUE



[NOTE: Give a brief grammatical explanation of the formation and structure of the third person singular of verbs other than "be":

1. Simple statement: He wants drumsticks.
2. "What" question: What does he want?]

PRACTICE

"He wants drumsticks"

A. Substitution Drill

T models and cues: Cl
Gr > responds
St

B. Answer Drill

T cues and asks: Cl
Gr > answers
St

T: What does he want?
(Show wings.)

S: He wants wings.

"What does he want?"

A. Substitution Drill

T models and cues: Cl
Gr > responds
St

Mrs. Kim: My children want some chicken today.
Clerk: What does your son want?
Mrs. Kim: He wants 2 drumsticks.
Clerk: What does your daughter want?
Mrs. Kim: She wants 3 wings.

PRACTICE

"He wants drumsticks"

Substitution Drill

T: He wants drumsticks.	S: He wants drumsticks.
She	She wants drumsticks.
Lucy	Lucy wants drumsticks.
My son	My son wants drumsticks.
Joe	Joe wants drumsticks.

"What does he want?"

A. Substitution Drill

T: What does he want?	S: What does he want?
she	What does she want?
your husband	What does your husband want?
your son	What does your son want?
Lucy	What does Lucy want?

B. Question and Answer Drill

T cues: $\left.\begin{matrix}\text{T}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ asks - $\left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ answers

MINI-DIALOGUES

T sets pattern and cues:
St asks - St answers

OPTIONAL ACTIVITY: Have students role play to practice buying chicken parts at a take-out stand.

READING

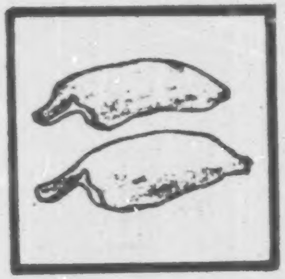
[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow the directions as noted in the student leaflet.

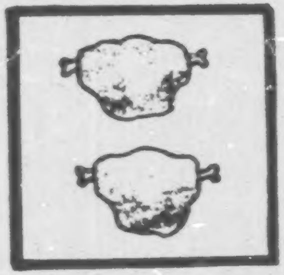
D. Have students read the paragraph.

E. Ask comprehension questions about the paragraph.

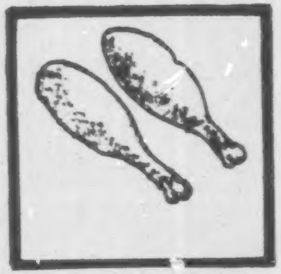
B. Question and Answer Drill



1. S-1: What does Lucy want?
S-2: She wants breasts.



2. S- What does he want?
S-2: He wants thighs.



3. S-1: What does your husband want?
S-2: He wants drumsticks.

MINI-DIALOGUES

1. S-1: What do you want?
S-2: I want wings.
S-1: What does he want?
S-2: He wants drumsticks.

2. S-1: What do you want?
S-2: I want thighs.
S-1: What does she want?
S-2: She wants breasts.

READING

A. Read the names of chicken parts on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

Mrs. Kim's family wants some chicken today. Her husband wants thighs. Joe wants drumsticks and Lucy wants breasts. Mrs. Kim wants wings.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

1. What does Mrs. Kim's family want today?

   They ______________________________

2. What does her husband want?

   ____

3. ______________________________

   He wants drumsticks.

4. What does Lucy want?

   ____

5. ______________________________

   She wants wings.

SECTION II: ARE YOU HUNGRY?

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: ARE YOU HUNGRY?

OBJECTIVES

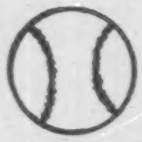
In this section you will:

1. Practice pronunciation.
2. Learn to talk about common feelings like "hungry" and "thirsty."

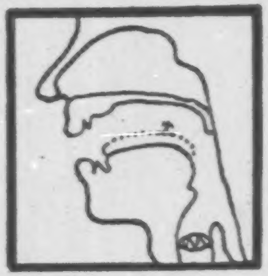
PRONUNCIATION

1. T draws a ball and a bowl on the board (T56) and identifies - Cl listens
2. Have students point to the proper picture as you say the words.
3. T models - Cl / Gr / St > repeats

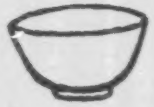
PRONUNCIATION



/ɔ/ ball



/ɔ/——/ow/····



/ow/ bowl

4. Point to the objects and have the students pronounce the words.

5. Using the facial diagram P134 (T56) and yourself as models, contrast the positions of the tongue and the shape of mouth opening in producing these sounds.

6. T models exercise - Cl, Gr, St > repeats

THE DIALOGUE

Preliminary Activity

A. T acts out and identifies feeling - Cl observes and listens

B. T shows P132-133 (T57-top part only) and identifies - Cl looks and listens

C. T acts out and models - Cl imitates action

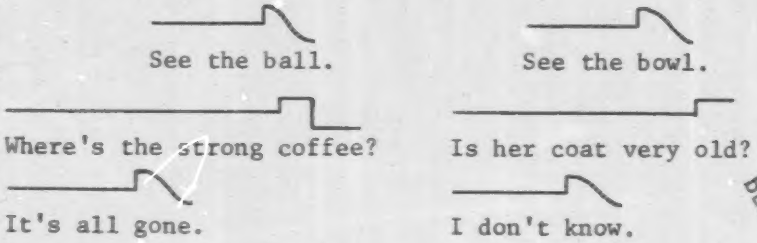
D. T names a feeling - Cl acts it out

Presenting the Dialogue

A. Show P1 (T57) and present the dialogue, following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

[NOTE: Draw clock on the board, showing 12:40.]



See the ball.

See the bowl.

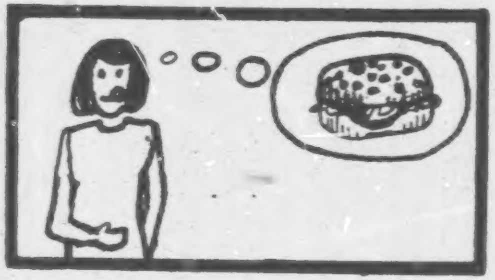
Where's the strong coffee?

Is her coat very old?

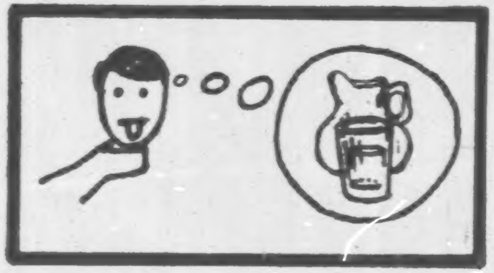
It's all gone.

I don't know.

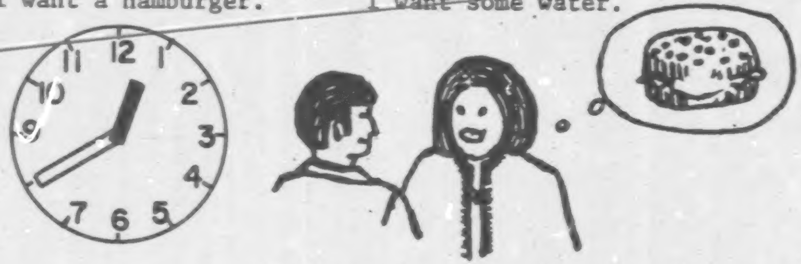
THE DIALOGUE



I'm hungry.
I want a hamburger.



I'm thirsty.
I want some water.



Kay: Are you hungry?
Bill: Yes, I am. What time is it?
Kay: It's 12:40.
Bill: Do you want a hamburger?
Kay: Yes, I do. I'm thirsty, too.

PRACTICE

"Are you hungry?"

OPTIONAL REVIEW: Substitution Drill

T: Is he hungry?
she
Bill
you
they

Question and Answer Drill

T cues: Cl / Gr / St > asks - St answers

"It's 12:40"

[NOTE: Cue with cardboard clock or with a clock drawn on the blackboard.]

A. Listening Drill

T cues and models - Cl looks and listens

B. Repetition Drill

T cues and models - Cl / Gr / St > repeats

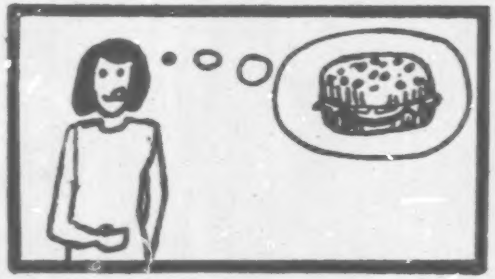
C. Answer Drill

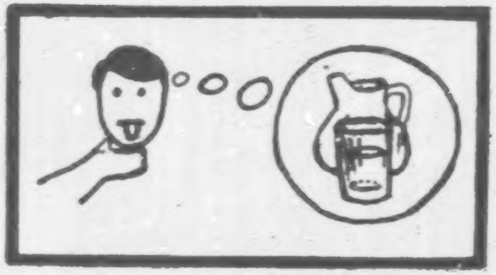
T cues and asks - Cl / Gr / St > answers

T: What time is it?

PRACTICE

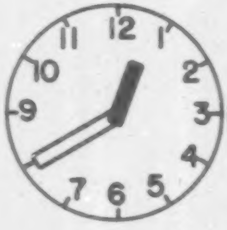
"Are you hungry?"



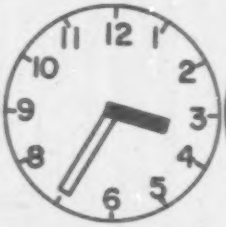


1. S-1: Are you hungry?
   S-2: Yes, I am.
2. S-1: Is she hungry?
   S-2: Yes, she is.
3. S-1: Is he thirsty?
   S-2: No, he isn't.
4. S-1: Are you thirsty?
   S-2: No, I'm not.

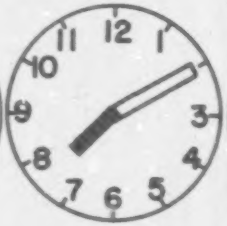
"It's 12:40"



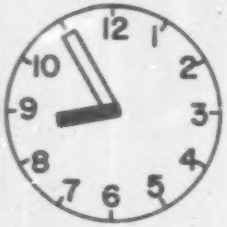
12:40



3:35



7:10



8:55

D. Question and Answer Drill

T cues: Gr / St > asks - Cl / Gr / St > answers

> OPTIONAL ACTIVITY: Have students cue each other with cardboard clock or with the blackboard clock and discuss the time.

"Do you want a hamburger?"

[NOTE: Cue with food pictures from lesson 6.]

A. Substitution Drill

T: Do you want a hamburger?
doughnut
soft drink
(etc.)

B. Question and Answer Drill

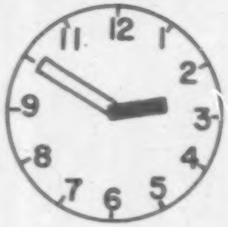
T cues: T / Gr / St > asks - Cl / Gr / St > answers

MINI-DIALOGUES

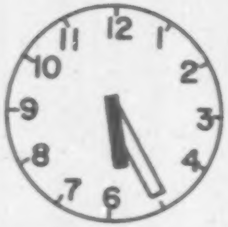
T sets pattern and cues with pictures:

St asks - St answers

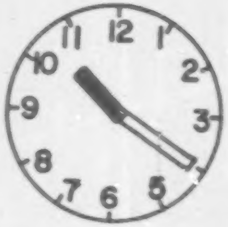
> OPTIONAL ACTIVITY:
> T sets pattern: St asks - St answers
>
> S-1: Are you hungry/thirsty?
> S-2: Yes, I am.
> S-1: What do you want?
> S-2: I want ________.



5. S-1: What time is it?
S-2: It's 2:50.

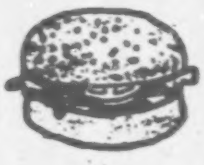


6. S-1: What time is it?
S-2: It's 5:25.

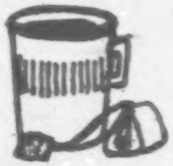


7. S-1: What time is it?
S-2: It's 10:20.

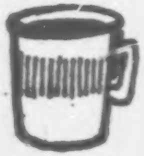
"Do you want a hamburger?"



8. S-1: Do you want a hamburger?
S-2: Yes, I do.

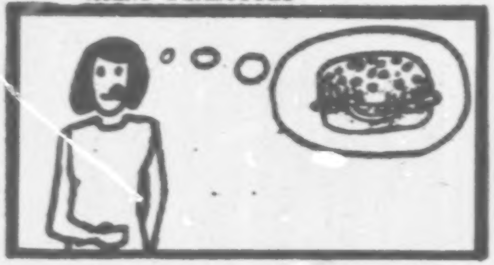


9. S-1: Do you want a soft drink?
S-2: No, I don't.

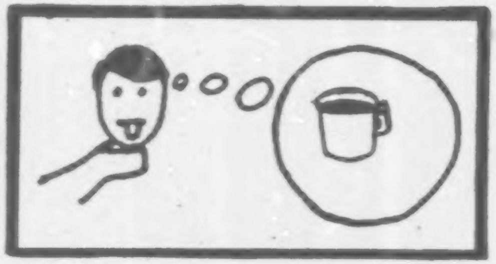


10. S-1: Do you want some coffee?
S-2: Yes, I do.

MINI-DIALOGUES



1. S-1: Are you hungry?
S-2: Yes, I am.
S-1: Do you want a hamburger?
S-2: Yes, I do.



2. S-1: Are you thirsty?
S-2: Yes, I am.
S-1: Do you want some coffee?
S-2: Yes, I do.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

WRITING

Have students follow the directions as noted in the student leaflet.

READING

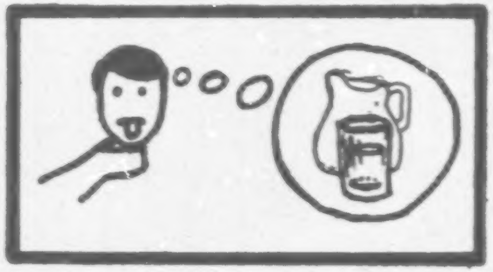
A. Read the Practice exercises on pages 5 and 6.

B. Read the Mini-dialogues on page 6.

- -

WRITING

Write the questions or answers.

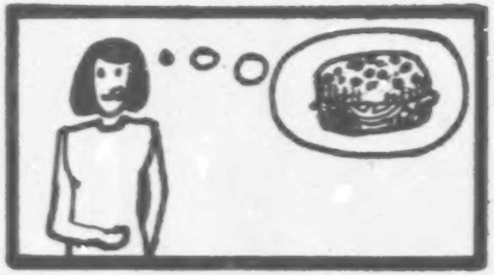


1. ____________________

Yes, I am.

Do you want some water?

____

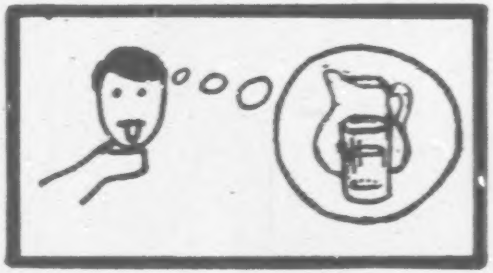


2. Are you hungry?

____

____

Yes, I do.



3. Bill: Are you hungry?

Kay: No, __________

Bill: ____________thirsty?

Kay: Yes, I am.

Bill: ____________

Kay: Yes, I do.

LESSON FOURTEEN

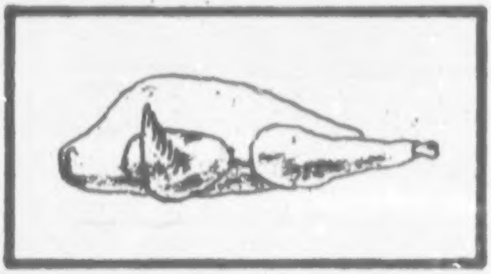
SECTION I: HE WANTS 2 DRUMSTICKS

OBJECTIVES

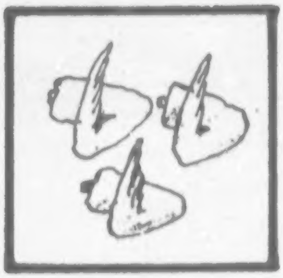
In this section you will learn:

1. The names of chicken parts.
2. To buy chicken parts at a take-out store.

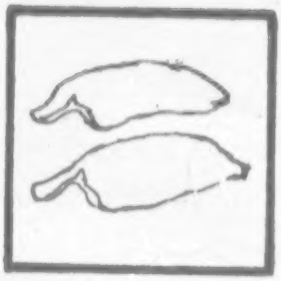
LISTENING COMPREHENSION



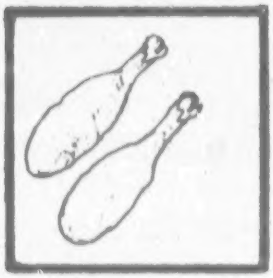
a chicken



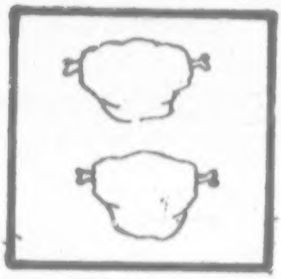
wings



breasts



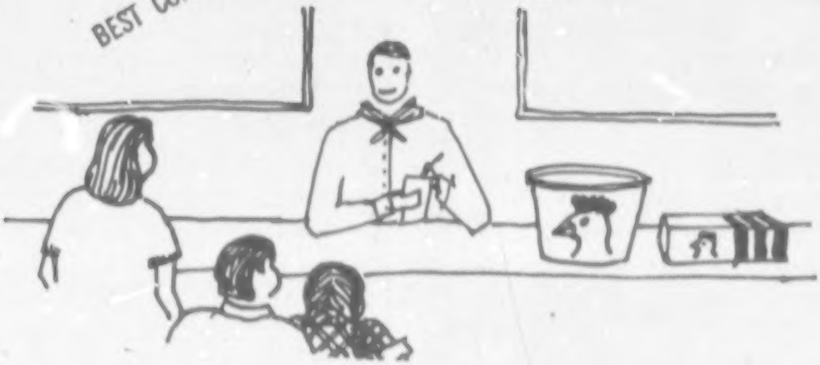
drumsticks



thighs

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mrs. Kim: My children want some chicken today.

Clerk: What does your son want?

Mrs. Kim: He wants 2 drumsticks.

Clerk: What does your daughter want?

Mrs. Kim: She wants 3 wings.

PRACTICE

"He wants drumsticks"

Substitution Drill

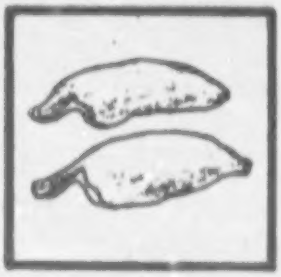
T: He wants drumsticks.	S: He wants drumsticks.
She	She wants drumsticks.
Lucy	Lucy wants drumsticks.
My son	My son wants drumsticks.
Joe	Joe wants drumsticks.

"What does he want?"

A. Substitution Drill

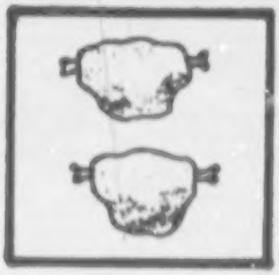
T: What does he want?	S: What does he want?
she	What does she want?
your husband	What does your husband want?
your son	What does your son want?
Lucy	What does Lucy want?

B. Question and Answer Drill



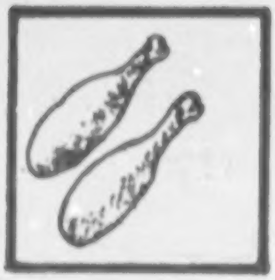
1. S-1: What does Lucy want?

S-2: She wants breasts.



2. S-1: What does he want?

S-2: He wants thighs.



3. S-1: What does your husband want?

S-2: He wants drumsticks.

- -

MINI-DIALOGUES

1. S-1: What do you want?

S-2: I want wings.

S-1: What does he want?

S-2: He wants drumsticks.

2. S-1: What do you want?

S-2: I want thighs.

S-1: What does she want?

S-2: She wants breasts.

- -

READING

A. Read the names of chicken parts on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on this page.

D. Read:

Mrs. Kim's family wants some chicken today.

Her husband wants thighs. Joe wants drumsticks and

Lucy wants breasts. Mrs. Kim wants wings.

- -

WRITING

Write the questions or answers about the Reading.

1. What does Mrs. Kim's family want today?

They ____

2. What does her husband want?

____

3. ____

He wants drumsticks.

4. What does Lucy want?

____

5. ____

She wants wings.

- -

SECTION II: ARE YOU HUNGRY?

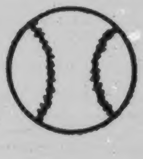
OBJECTIVES

In this section you will:

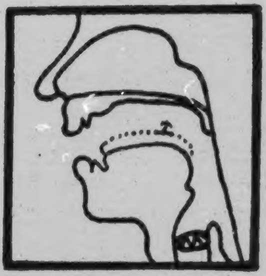
1. Practice pronunciation.
2. Learn to talk about common feelings like "hungry" and "thirsty."

- -

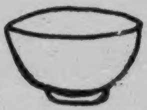
PRONUNCIATION



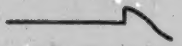
/ɔ/ ball



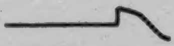
/ɔ/—— /ow/...



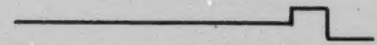
/ow/ bowl



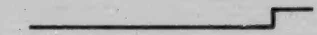
See the ball.



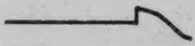
See the bowl.



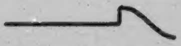
Where's the strong coffee?



Is her coat very old?



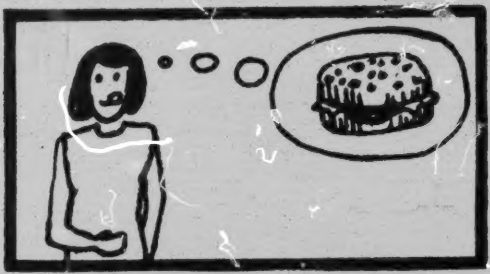
It's all gone.



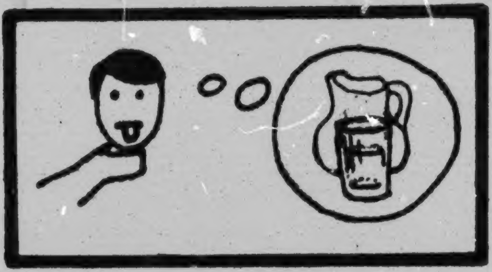
I don't know.

- -

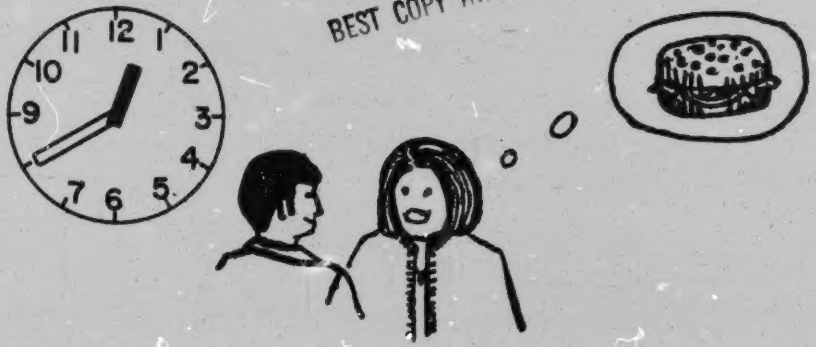
THE DIALOGUE



I'm hungry.
I want a hamburger.



I'm thirsty.
I want some water.



Kay: Are you hungry?

Bill: Yes, I am. What time is it?

Kay: It's 12:40.

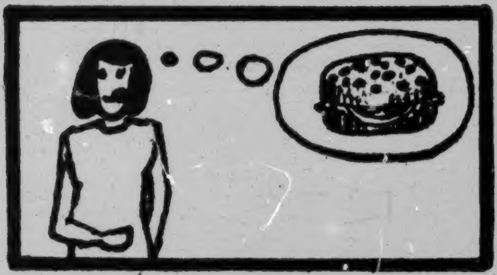
Bill: Do you want a hamburger?

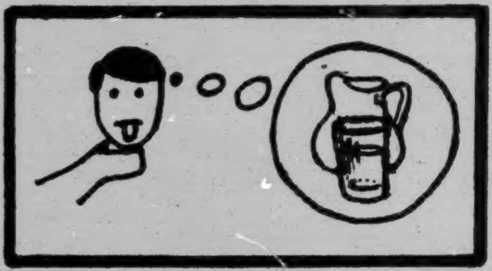
Kay: Yes, I do. I'm thirsty, too.

- -

PRACTICE

"Are you hungry?"





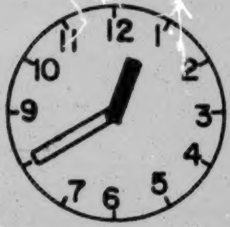
1. S-1: Are you hungry?
   S-2: Yes, I am.

2. S-1: Is she hungry?
   S-2: Yes, she is.

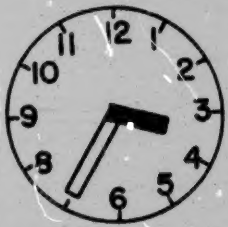
3. S-1: Is he thirsty?
   S-2: No, he isn't.

4. S-1: Are you thirsty?
   S-2: No, I'm not.

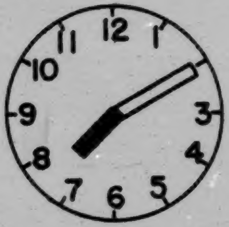
"It's 12:40"



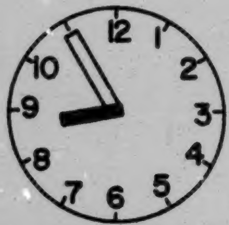
12:40



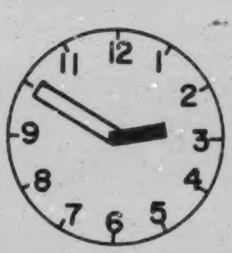
3:35



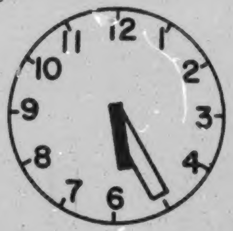
7:10



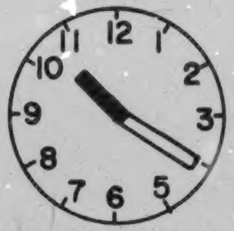
8:55



5. S-1: What time is it?
   S-2: It's 2:50.

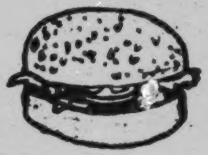


6. S-1: What time is it?
   S-2: It's 5:25.

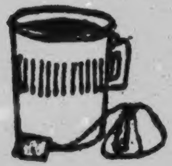


7. S-1: What time is it?
   S-2: It's 10:20.

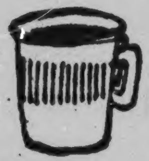
"Do you want a hamburger?"



8. S-1: Do you want a hamburger?
   S-2: Yes, I do.



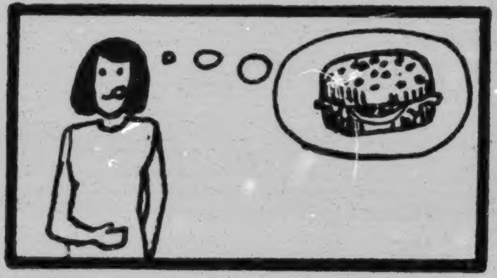
9. S-1: Do you want a soft drink?
   S-2: No, I don't.



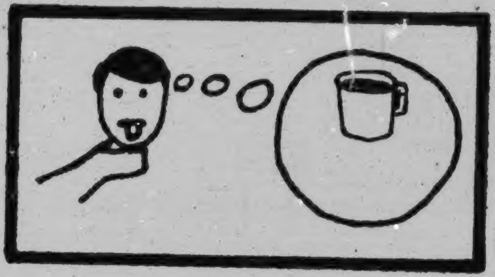
10. S-1: Do you want some coffee?
    S-2: Yes, I do.

- -

MINI-DIALOGUES



1. S-1: Are you hungry?
   S-2: Yes, I am.
   S-1: Do you want a hamburger?
   S-2: Yes, I do.



2. S-1: Are you thirsty?
   S-2: Yes, I am.
   S-1: Do you want some coffee?
   S-2: Yes, I do.

- -

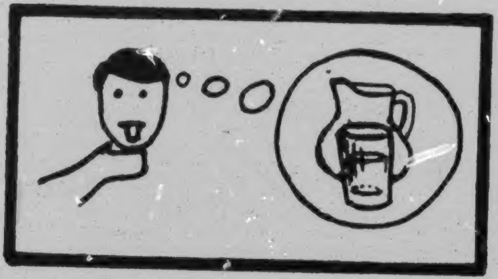
READING

A. Read the Practice exercises on pages 5 and 6.

B. Read the Mini-dialogues on this page.

WRITING

Write the questions or answers.

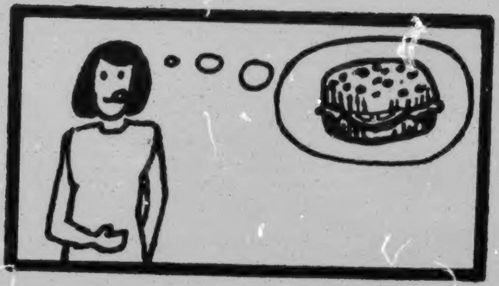


1. ______________________________

Yes, I am.

Do you want some water?

____

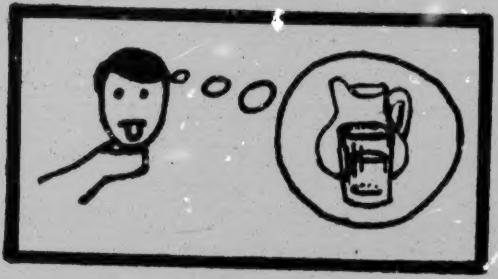


2. Are you hungry?

____

____

Yes, I do.



3. Bill: Are you hungry?

Kay: No, ______________________________

Bill: ______________________________ thirsty?

Kay: Yes, I am.

Bill: ______________________________

Kay: Yes, I do.

LESSON FOURTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures and appropriate gestures and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What does he want? (He wants drumsticks.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask question (What does she want?)	1 2 3 4 5	1 2 3 4 5
3. Have students ask question (Are you hungry?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, I am/ No, I'm not.)	1 2 3 4 5	1 2 3 4 5
5. What time is it? (It's 3:45.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. She wants wings.
2. Joe wants thighs.
3. He's thirsty.
4. It's a bowl.
5. Do you want some coffee?
6. Is he hungry?

III. READING

IV. WRITING

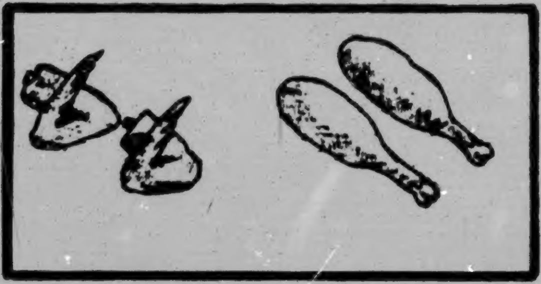
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON FOURTEEN: STUDENT EVALUATION FORM

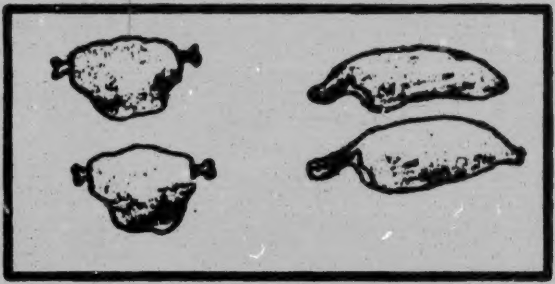
I. Oral Exercises

II. LISTENING COMPREHENSION

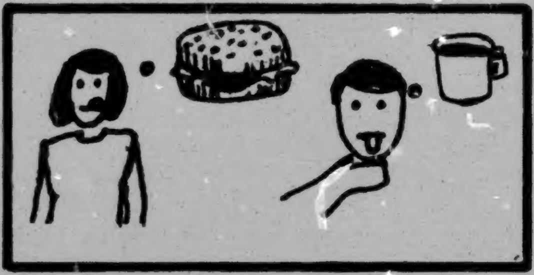
1.



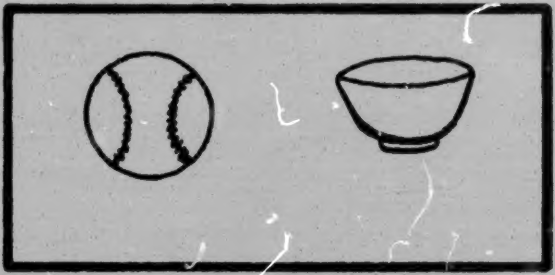
2.



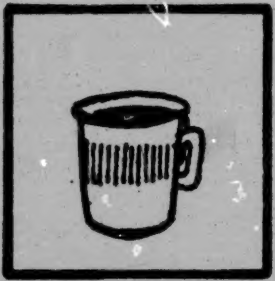
3.



4.



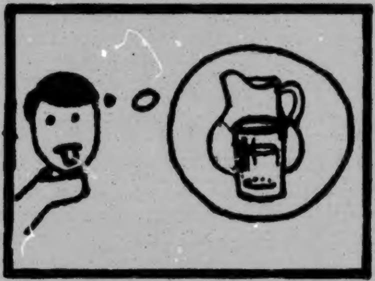
5.



Yes, I am.

Yes, I do.

6.



No, he isn't.

No, he doesn't.

III. READING

Directions: Circle the correct answers.

1. He ____________ drumsticks.

want

wants

does

2. What _________ she want?

does

do

is

3. She's thirsty. She wants ________________.

a hamburger

an apple

a soft drink

4. What does Joe ________?

wants

want

wanted

5. Lucy wants ______________.

wing

wings

2 wing

- -

IV. WRITING

Directions: Write the correct answers in the blanks.

Words to Copy

chicken

hungry

want

wants

wings

do

are

It's 12:10. Tom and Susie are ________________________. They want some _____________________. Tom _________________ drumsticks and Susie wants _______________________. They _________________ a soft drink too. They __________________ also thirsty.

LESSON FOURTEEN

第十四課

SECTION I: HE WANTS 2 DRUMSTICKS

第一節：他要兩個鷄腿

OBJECTIVES

學習目標

In this section you will learn:

在這一節，你們要學習：

1. The names of chicken parts.
2. To buy chicken parts at a take-out store.

一. 鷄各部分的名称

二. 在外賣店點購鷄肉。

THE DIALOGUE

對話

Mrs. Kim:	My children want some chicken today.	我的孩子今天(想)要些鷄。
Clerk:	What does your son want?	你的兒子要什麼呢？
Mrs. Kim:	He wants 2 drumsticks.	他要兩個鷄腿。
Clerk:	What does your daughter want?	你的女兒(想)要些什麼呢？
Mrs. Kim:	She wants 3 wings.	她要三個翅膀。

SECTION II: ARE YOU HUNGRY?

第二節：你餓嗎？

OBJECTIVES

學習目標

In this section you will:

在這一節，你們要：

1. Practice pronunciation.

一. 練習發音

2. Learn to talk about common feelings like "hungry" and "thirsty."	二、學習談論有關"餓"和"渴"的問題。

THE DIALOGUE	對話
I'm hungry.	我餓了。
I want a hamburger.	我(想)要一個牛肉餅麵包。
I'm thirsty.	我渴了。
I want some water.	我(想)要點水。
Kay: Are you hungry?	你餓嗎?
Bill: Yes, I am. What time is it?	我餓了。幾點鐘了?
Kay: It's 12:40.	十二點四十分了。
Bill: Do you want a hamburger?	你(想)要一個牛肉餅麵包嗎?
Kay: Yes, I do. I'm thirsty, too.	要。我也渴了。

NOTES	應注意事項
1. Note the verb "to be" in sentences like: I'm hungry. Are you hungry?	一、中文說："我餓了"，但英文說："I'm hungry."（直譯是："我是餓"）。在這類英文句子中，一定要用繫詞 (verb to be)。如果你說：*"I hungry" 那是錯的，應說："I'm hungry."

2. The concept of "subject-verb" agreement is new to the Chinese students.

In English if the subject is a third person singular, the main verb takes a suffix "s" in the present tense.

Example:

He wants 2 drumsticks.

3. The auxiliary verb "do" should also agree with its subject in English. Therefore, the students should learn the following forms:

I do	we do
you do	you do
he/she does	they do
Mr. Kim does	Mr. & Mrs. Kim do

Once the auxiliary verb agrees with its subject, the main verb remains in the basic form. Example:

What does your son want?

二. 英文文法規定，如果主詞是第三人稱單數，它的主要動詞要加　這叫做"主詞和動詞的一致"(subject-verb agreement)。請看下邊的例子：He wants two drumsticks.

三. 英文的助動詞 "do" 也應當和它的主詞一致。所以左列的表應留心熟記：

如果助動詞和主詞一致，則第三人称單數的主要動詞不用加 "s" 保留它的基本形式。例如：

What does your son want?

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Asian Project - ABE
AP-211543

LESSON FIFTEEN - LESSON GUIDE
SECTION I: He Likes Japanese Food
SECTION II: Review

LESSON FIFTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify foods of several different countries.

Listening and Speaking: Student will be able to:

1. Carry on conversations about types of food of different countries.
2. Use the third person singular in "what" and "yes/no" questions and answers with verbs other than "be."
3. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 11-14.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	Does he/your husband like American food?	Yes, he does/No, he doesn't.
Review:	What does he like/want? do you	He likes Chinese food. I like American food.
	Do they like drumsticks?	Yes, they do/No, they don't.
	How many children do you want/have?	I want/have 2 children.
	How much is the rent?	It's $150.

- -

INSTRUCTIONAL AIDS

Drill pictures:

P135 - American food
P136 - Chinese food
P137 - Japanese food
P138 - Mexican food

P139 - Dialogue (He likes Japanese food)

Also: P49-52 - Vending truck items
P95 - This is my wife

Transparencies: T58 - American, Chinese, Japanese, and Mexican food Also: T18 - Vending truck items
T59 - Dialogue (He likes Japanese food)

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

SECTION I: HE LIKES JAPANESE FOOD

[NOTE: Do not distribute student leaflet until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

T shows pictures P135-138 (T58) and identifies

- Cl listens

T: (Show the American food picture.)
This is American food.

Listening and Repeating

T identifies and models - Cl / Gr / St > repeats

Identifying

T cues and asks "yes-no" questions

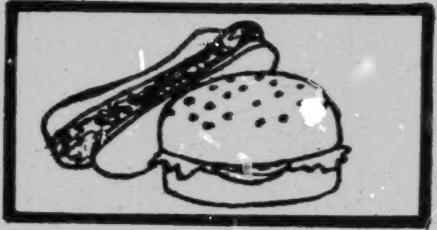
- Cl / Gr / St > identifies

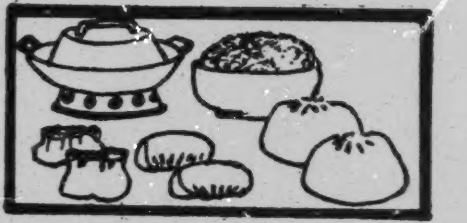
SECTION I: HE LIKES JAPANESE FOOD

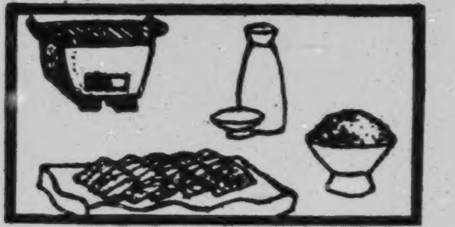
OBJECTIVE

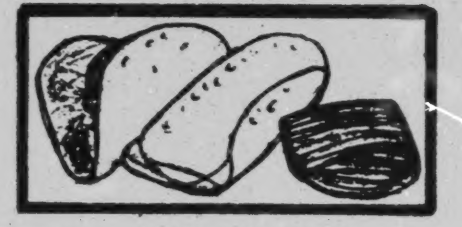
In this section you will learn to talk about foods of different countries.

LISTENING COMPREHENSION


American food


Chinese food


Japanese food


Mexican food

THE DIALOGUE

[REMINDER: Students will not have their leaflets at this point.]

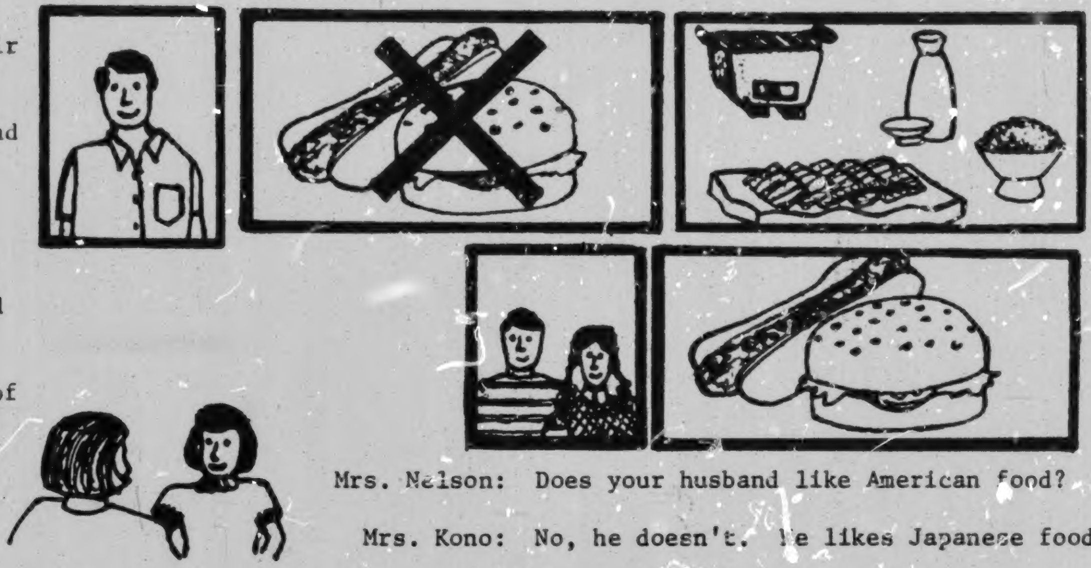
A. Show dialogue picture P139 (T59) and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show dialogue on board or overhead for reading lesson.

[NOTE: Explain briefly the formation of the "yes-no" questions and short answers with "does."]

THE DIALOGUE



Mrs. Nelson: Does your husband like American food?

Mrs. Kono: No, he doesn't. He likes Japanese food.

Mrs. Nelson: What do your children like?

Mrs. Kono: They like hamburgers and hot dogs.

PRACTICE

"He likes American food"

A. Substitution Drill

T: He likes American food.
Chinese food
(etc.)

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: What does he like?
S: He likes American food.

PRACTICE

"He likes American food"

C. Question and Answer Drill

T cues: T
Gr $\rangle$ asks - St answers
St

"Yes, he does/No, he doesn't"

A. Repetition Drill

T cues and models "yes-no" responses
- Cl repeats

T: (Show dialogue picture.)
Does he like Japanese food?
Yes, he does.

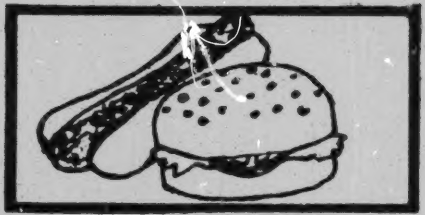
B. Answer Drill

T cues with dialogue pictures and asks
"yes-no" questions - Cl
Gr $\rangle$ answers
St

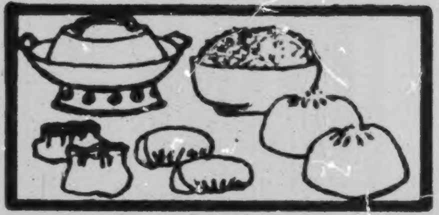
"Does he like Japanese food?"

A. Substitution Drill

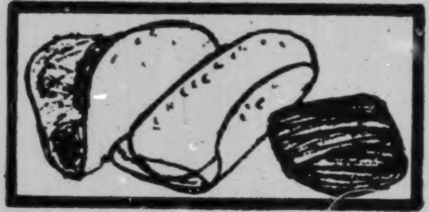
T: Does he like Japanese food?
Mrs. Kono
she
(etc.)



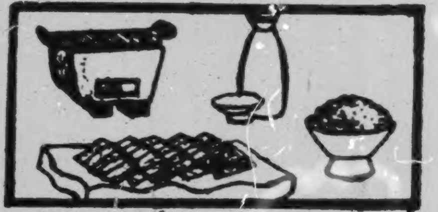
1. S-1: What does he like?
S-2: He likes American food.



2. S-1: What does she like?
She likes Chinese food.



3. S-1: What does Joe like?
S-2: He likes Mexican food.



4. S-1: What does Mrs. Kono like?
S-2: She likes Japanese food.

"Does he like Japanese food?"

B. Question and Answer Drill

T cues with dialogue picture for

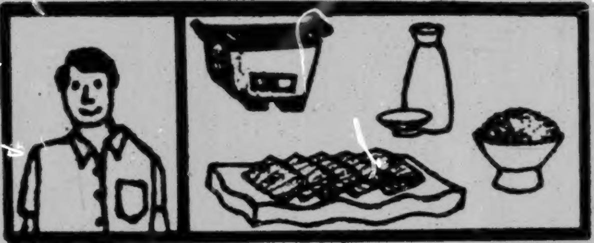
"Yes-no" questions -

Gr > asks - Gr > answers
St   St

T: Mr. Kono - Japanese food

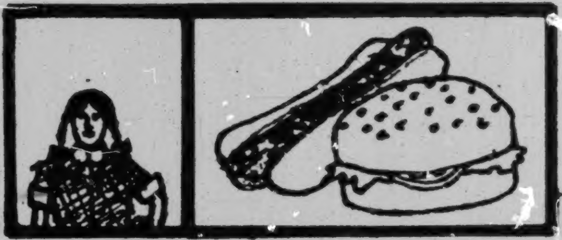
S-1: Does Mr. Kono like Japanese food?

S-2: Yes, he does.



5. S-1: Does Mr. Kono like Japanese food?
   S-2: Yes, he does.

6. S-1: Does he like American food?
   S-2: No, he doesn't.



7. S-1: Does Jane like Japanese food?
   S-2: No, she doesn't.

8. S-1: Does she like American food?
   S-2: Yes, she does.

CONTROLLED CONVERSATION

T sets pattern and cues if necessary:
S-1 asks - S-2 responds
S-1 asks - Cl responds

OPTIONAL ACTIVITIES: 1. Have students carry on conversations with each other about the types of food they like or dislike.

2. Have students ask each other about the food preferences of their family members.

CONTROLLED CONVERSATION

1. S-1: Do you like Chinese food?
   S-2: Yes, I do.
   S-1: Does he like Chinese food?
   Cl: Yes, he does.

2. S-1: Do you like Mexican food?
   S-2: No, I don't.
   S-1: Does she like Mexican food?
   Cl: No, she doesn't.

READING

[NOTE: Distribute student leaflets at this time.]

A., B., and C. Have students follow the directions for Reading as noted in the student leaflet.

READING

A. Read the names of foods on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Have students read the paragraph silently to themselves.

E. Have students answer comprehension questions about the story.

D. Read:

Mr. and Mrs. Lee are from Hong Kong. They like Chinese food. Their son doesn't like Chinese food. He likes hot dogs and hamburgers. Their daughter likes Chinese food. She likes American food, too.

- -

WRITING

Have students follow the directions for Writing as noted in the student leaflet.

WRITING

A. Write the questions and answers about the story in Reading.

1. Are Mr. and Mrs. Lee from Hong Kong?

____

2. Do they like Chinese food?

____

3. ________________________________

No, he doesn't.

4. What does he like?

____

5. Does their daughter like Chinese and American food?

____

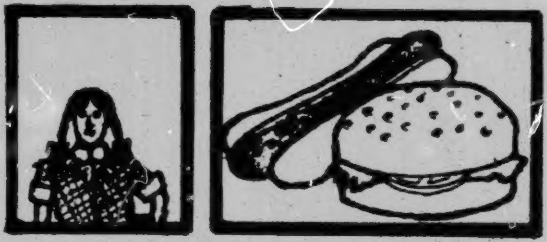
B. Write the questions or answers.

1. What _______ she like?

She ___________________

___________ Japanese food?

No, ___________________

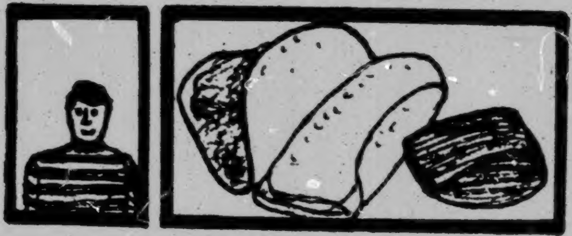


2. _____________ American food?

No, ______________________

What ______________________

He ______________________



SECTION II: REVIEW

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

A READING LESSON

A. Show picture P95 and follow the usual procedure for presenting the reading.

B. Ask comprehension questions about the story.

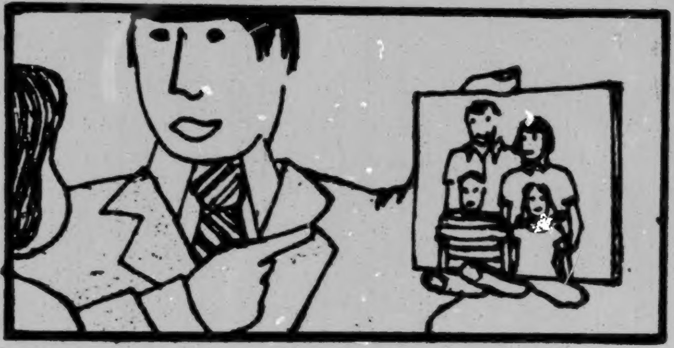
C. Have students ask each other questions about the story.

SECTION II: REVIEW

OBJECTIVE

In this section you will review and practice talking about common ailments, feelings, and types of homes.

A READING LESSON



I'm Jim Garcia. This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is $150 a month. There's a school nearby.

- -

CONTROLLED CONVERSATION

Lead students into conversations asking "what" and "yes-no" questions about the following situations. Cue if necessary.

Common Ailments and Feelings

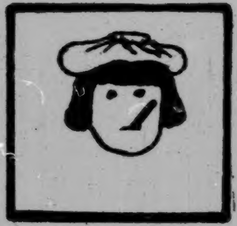
T cues: $\begin{matrix} T \\ St \end{matrix}\Big\rangle$ asks - St answers

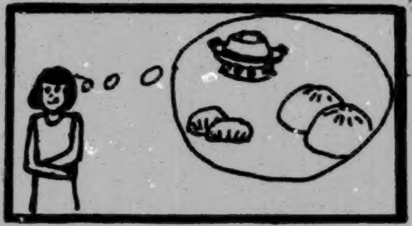
Types of Homes

T cues: $\begin{matrix} T \\ St \end{matrix}\Big\rangle$ asks - St answers

CONTROLLED CONVERSATION

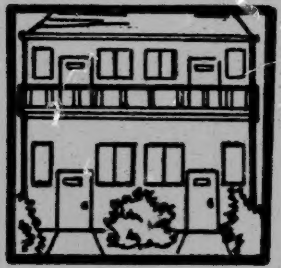
Common Ailments and Feelings

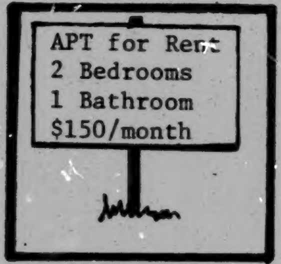




1. S-1: What's the matter?
   S-2: I have a headache.
   S-1: Do you have a fever?
   S-2: Yes, I do.
2. S-1: What's the matter?
   S-2: I'm hungry.
   S-1: Do you want a hamburger?
   S-2: No, I don't.

Types of Homes





3. S-1: Do you want an apartment?
S-2: Yes, we do.
S-1: How many children do you have?
S-2: We have 1.

4. S-1: How many bedrooms do you have?
S-2: I have 2 (bedrooms).
S-1: How much is the rent?
S-2: It's $150 a month.

READING

[NOTE: Have students reopen their leaflets at this time.]

A. Have students follow the directions as noted in the student leaflet.

B. Have students read the dialogue silently.

C. Ask comprehension questions about the paragraph.

READING

A. Read the Controlled Conversation on pages 5 and 6.

B. Read:

At a Take-out Stand

Mrs. Garcia: Do your children like chicken?

Mrs. Kim: Yes, they do. Joe likes thighs and Lucy likes wings.

Mrs. Garcia: Peter likes breasts. He likes thighs, too.

Mrs. Kim: Does your daughter like thighs?

Mrs. Garcia: No, she doesn't. She likes drumsticks.

WRITING

Have students follow the directions for Writing as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

1. Do Mrs. Kim's children like chicken?

   ____

2. ____

   Joe likes thighs and Lucy likes wings.

3. What does Peter like?

   ____

4. ___________ Mrs. Garcia's daughter ____________

   No, she ______________________________________

5. What does she like?

   ____

Los Angeles Unified School District
Asian Project - ABE
AP-201543

LESSON FIFTEEN - STUDENT LEAFLET
SECTION I: He Likes Japanese Food
SECTION II: Review

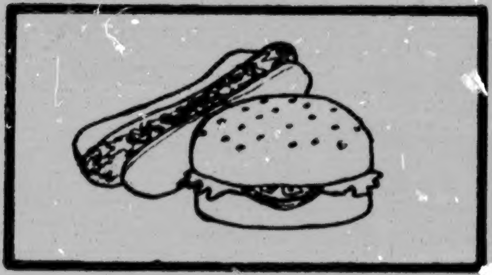
LESSON FIFTEEN

SECTION I: HE LIKES JAPANESE FOOD

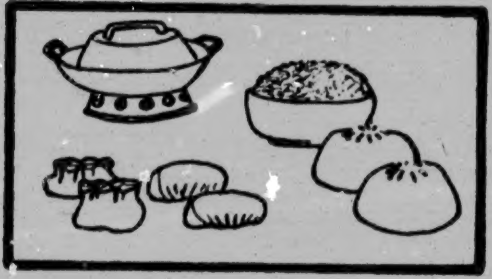
OBJECTIVE

In this section you will learn to talk about foods of different countries.

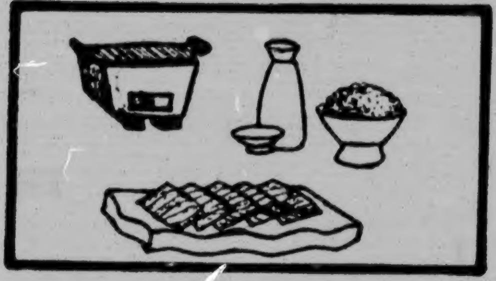
LISTENING COMPREHENSION



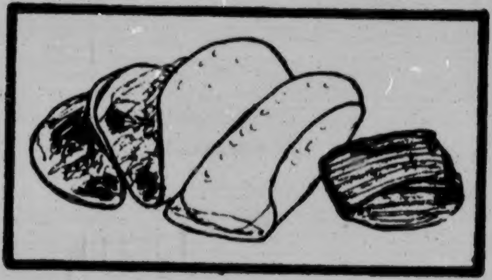
American food



Chinese food



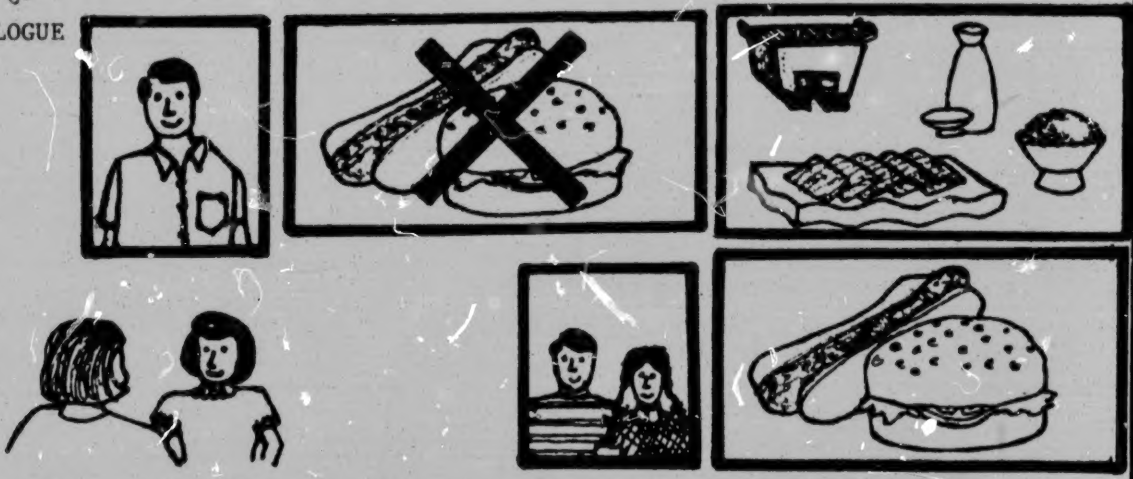
Japanese food



Mexican food

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mrs. Nelson: Does your husband like American food?

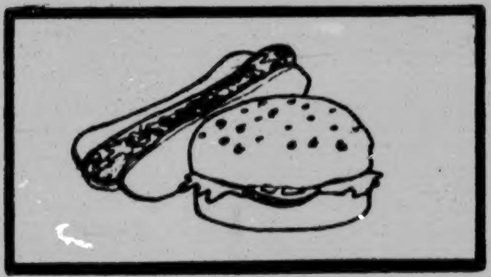
Mrs. Kono: No, he doesn't. He likes Japanese food.

Mrs. Nelson: What do your children like?

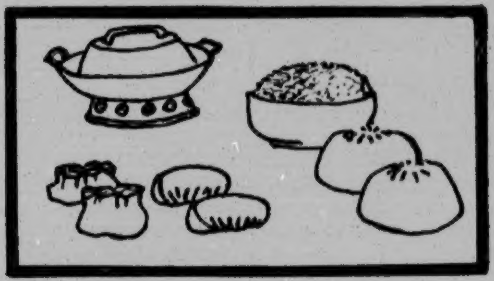
Mrs. Kono: They like hamburgers and hot dogs.

PRACTICE

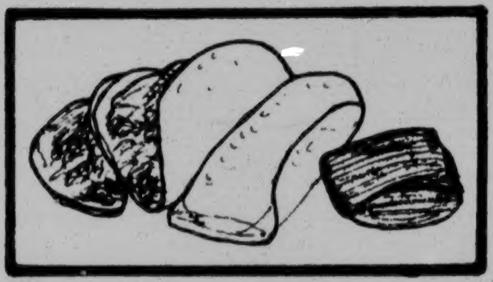
"He likes American food"



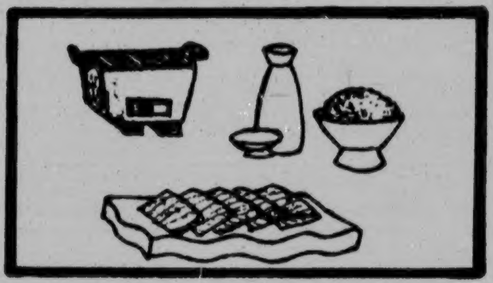
1. S-1: What does he like?
   S-2: He likes American food.



2. S-1: What does she like?
   S-2: She likes Chinese food.

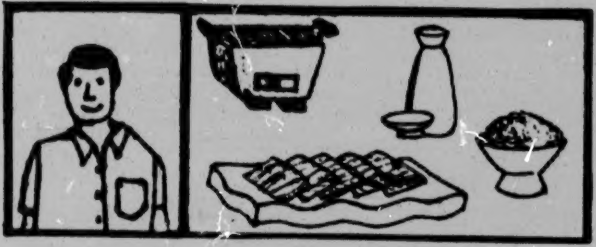


3. S-1: What does Joe like?
   S-2: He likes Mexican food.



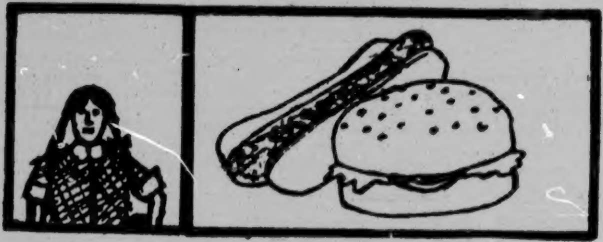
4. S-1: What does Mrs. Kono like?
   S-2: She likes Japanese food.

"Does he like Japanese food?"



5. S-1: Does Mr. Kono like Japanese food?
   S-2: Yes, he does.

6. S-1: Does he like American food?
   S-2: No, he doesn't.



7. S-1: Does Jane like Japanese food?
   S-2: No, she doesn't.

8. S-1: Does she like American food?
   S-2: Yes, she does.

CONTROLLED CONVERSATION

1. S-1: Do you like Chinese food?
   S-2: Yes, I do.
   S-1: Does he like Chinese food?
   C1: Yes, he does.

2. S-1: Do you like Mexican food?
   S-2: No, I don't.
   S-1: Does she like Mexican food?
   C1: No, she doesn't.

READING

A. Read the names of foods on page 1.
B. Read the Practice exercises on pages 2 and 3.
C. Read the Controlled Conversation on this page.
D. Read:

Mr. and Mrs. Lee are from Hong Kong. They like Chinese food. Their son doesn't like Chinese food. He likes hot dogs and hamburgers. Their daughter likes Chinese food. She likes American food, too.

WRITING

A. Write the questions and answers about the story in Reading.

1. Are Mr. and Mrs. Lee from Hong Kong?

2. Do they like Chinese food?

3. ______________________________

No, he doesn't.

4. What does he like?

____

5. Does their daughter like Chinese and American food?

____

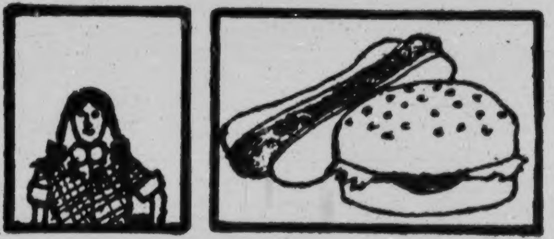
B. Write the questions or answers.

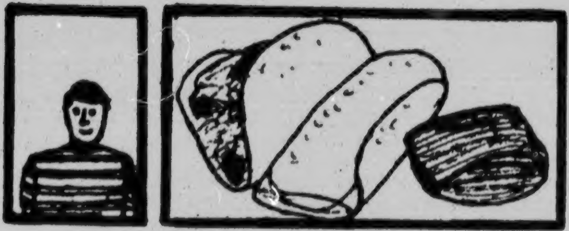
1. What __________ she like?

She ______________________

______________ Japanese food?

No, ______________________





2. ______________ American food?

No, ______________________

What ______________________

He ______________________

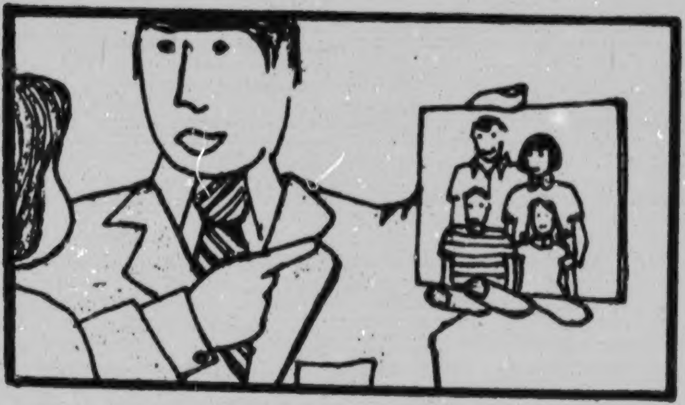
- -

SECTION II: REVIEW

OBJECTIVE

In this section you will review and practice talking about common ailments, feelings, and types of homes.

A READING LESSON

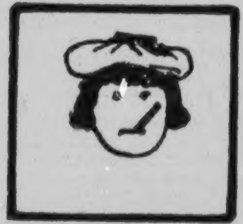


I'm Jim Garcia. This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is $150 a month. There's a school nearby.

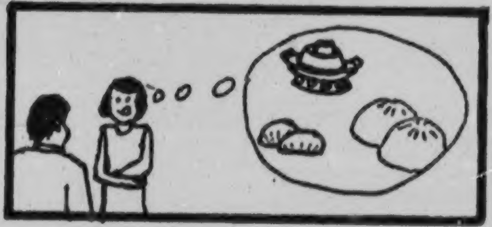
- -

CONTROLLED CONVERSATION

Common Ailments and Feelings

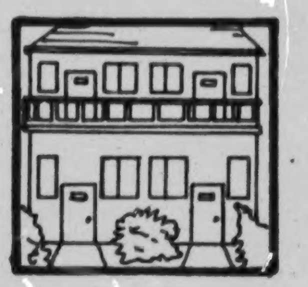


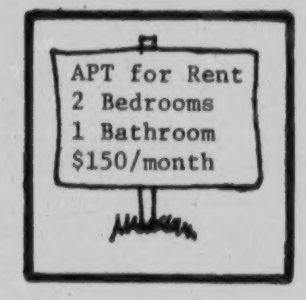
1. S-1: What's the matter?
   S-2: I have a headache.
   S-1: Do you have a fever?
   S-2: Yes, I do.



2. S-1: What's the matter?
   S-2: I'm hungry.
   S-1: Do you want a hamburger?
   S-2: No, I don't.

Types of Homes





3. S-1: Do you want an apartment?
   S-2: Yes, we do.
   S-1: How many children do you have?
   S-2: We have 1.

4. S-1: How many bedrooms do you have?
   S-2: I have 2 (bedrooms).
   S-1: How much is the rent?
   S-2: It's $150 a month.

READING

A. Read the Controlled Conversation on pages 5 and 6.

B. Read:

At a Take-out Stand

Mrs. Garcia: Do your children like chicken?

Mrs. Kim: Yes, they do. Joe likes thighs and Lucy likes wings.

Mrs. Garcia: Peter likes breats. He likes thighs, too.

Mrs. Kim: Does your daughter like thighs?

Mrs. Garcia: No, she doesn't. She likes drumsticks.

WRITING

Write the questions or answers about the Reading.

1. Do Mrs. Kim's children like chicken?

   ____

2. ____

   Joe likes thighs and Lucy likes wings.

3. What does Peter like?

   ____

4. ________________ Mrs. Garcia's daughter ________________

   No, she ______________________________________

5. What does she like?

   ____

LESSON FIFTEEN: STUDENT EVALUATION FORM

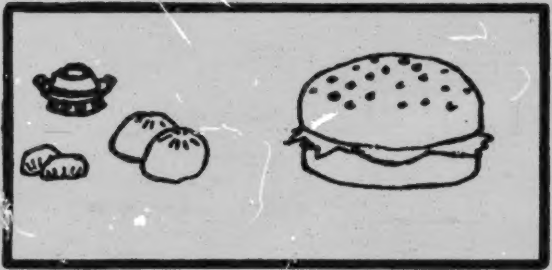
I. Oral Exercises

- -

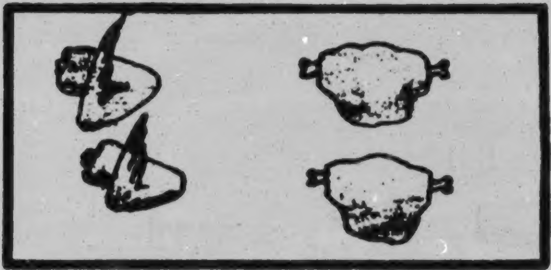
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

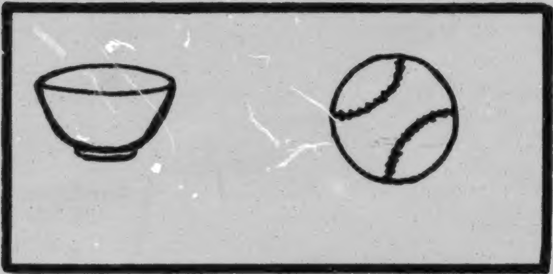
1.



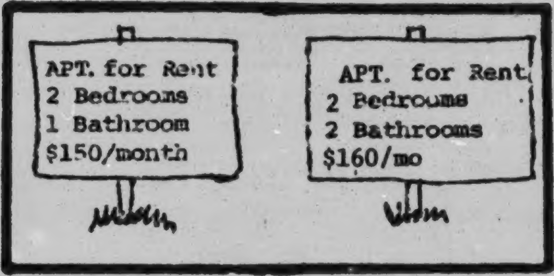
2.



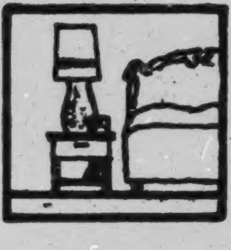
3.



4.


APT. for Rent
2 Bedrooms
1 Bathroom
$150/month
APT. for Rent
2 Bedrooms
2 Bathrooms
$160/mo

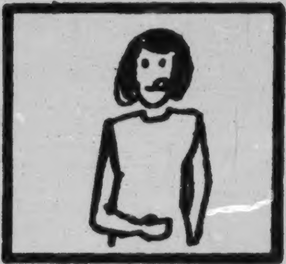
5.



Yes, there is.

Yes, it is.

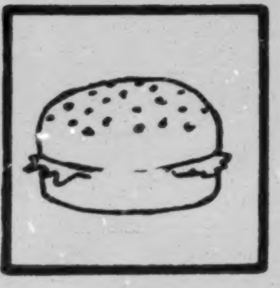
6.



No, she isn't.

No, she doesn't.

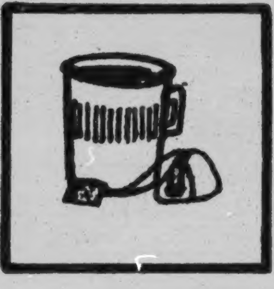
7.



Yes, he is.

Yes, he does.

8.



No, I'm not.

No, I don't.

III. READING

Directions: Circle the correct answers.

1. ____________ he like drumsticks?

Do

Does

Don't

2. What does she ____________?

wants

want

likes

3. Ann __________ hungry.

is

has

are

4. Do you want ________________?

2 wing

breast

breasts

5. No. he ___________.

don't

aren't

doesn't

6. __________ there closets in the apartment?

Is

Are

Do

IV. WRITING

A. Write the correct words in the blanks.

Mr. Garcia ________________ a large apartment.

Mr. and Mrs. Garcia ______________ 2 children.

________________ are 3 bedrooms in their apartment.

The rent is ________________ a month.

Words to Copy

have

wants

There

These

$180

house

B. Complete the question or answer.

1. Does she want drumsticks?

Yes, _________________

2. ____________________________ hungry?

Yes, I am.

3. What ________________________________?

She likes Chinese food.

Los Angeles Unified School District
Asian Project - ABE AP-2A1543

LESSON FIFTEEN - CHINESE SUPPLEMENT
SECTION I: He Likes Japanese Food
SECTION II: Review

LESSON FIFTEEN

第十五課

SECTION I: HE LIKES JAPANESE FOOD

第一節：他喜歡日本菜

OBJECTIVE

學習目標

In this section you will learn to talk about foods of different countries.

在這一節裡，你們要學習談論各國的飯菜。

THE DIALOGUE

對話

Mrs. Nelson:	Does your husband like American food?	你的丈夫喜歡美國菜嗎？
Mrs. Kono:	No, he doesn't. He likes Japanese food.	不。他喜歡日本菜。
Mrs. Nelson:	What do your children like?	你孩子喜歡什麼菜？
Mrs. Kono:	They like hamburgers and hot dogs.	他們喜歡牛肉餅麵包和熱狗。

SECTION II: REVIEW

第二節：複習

OBJECTIVE

In this section you will review and practicing talking about common ailments, feelings, and types of homes.

學習目標

在這一節裡，你們要複習和練習談論普通病痛，各式的房屋。

A READING LESSON

This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is $150 a month. There's a school nearby.

閱讀課文

這是我的家庭。我有兩個孩子，一個男孩，一個女孩。我們租了一間公寓。這間公寓有三間臥房和兩間浴室。每月租金一百五十元。在附近有一間學校。

LESSON FIFTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of types of food of different countries, types of dwellings, parts of a house or apartment, and pictures of ailments and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "yes-no" question. (Does he want drumsticks?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (Yes, he does/No, he doesn't.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask question. (Are there closets in the apartment?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, there are/No, there aren't.)	1 2 3 4 5	1 2 3 4 5
5. What does he like? (He likes Japanese food.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He likes Chinese food.
2. Lucy wants thighs.
3. It's a bowl.
4. The rent is $150 a month.
5. Is there a bedroom in the apartment?
6. Is she thirsty?
7. Does he like American food?
8. Do you want some coffee?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE
AP-211653

LESSON SIXTEEN - LESSON GUIDE
SECTION I: She Likes Pretty Dresses
SECTION II: I Like Summer

LESSON SIXTEEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify some common articles of clothing.
2. Identify the descriptive words presented in the lesson.
3. Identify the months of the year and the 1st twelve ordinal numbers.
4. Identify the seasons of the year.

Listening and Speaking: Student will be able to:

1. Discuss and describe some common articles of clothing.
2. Name the months of the year.
3. Discuss the seasons of the year.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:
He has a heavy coat.
January is the 1st month of the year.

Review:
What does he have/need?
Does he have/need a new coat? Yes, he does/No, he doesn't.

Fixed Expression: Her poor husband!

INSTRUCTIONAL AIDS

Drill pictures:

P140 - a short dress
P141 - a long skirt
P142 - a new suit
P143 - an old shirt
P144 - a light jacket
P145 - a heavy coat
P146 - Reading (Ann likes pretty dresses)

Transparencies: T60 - a short dress, a long skirt, a new suit, an old shirt
a light jacket, and a heavy coat
T61 - Reading (Ann likes pretty dresses)
T62 - Months of the year
+ Dialogue (I like summer)

Student handouts: Student leaflets
Student evaluation forms

Lesson guides: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. In Tagalog, an adjective can come either before or after the noun: bagong damit (new dress)
   damit no bago (dress new).
2. In Spanish, the adjective normally comes after the noun: niña bonita (girl beautiful)
   año nuevo (year new)
3. The Asians describe clothing as being "thin/thick" rather than "light/heavy."
4. The Asians form ordinal numbers in a very regular way. Therefore, irregular English ordinals like 1st, 2nd, 3rd, etc. will need special attention.
5. The Chinese, Japanese and Korean speakers use numbers to name the months of the year. For example, March is "3 month," April is "4 month," etc.

SECTION I: SHE LIKES PRETTY DRESSES

[NOTE: Do not distribute student leaflet until time for Reading.]

REVIEW

A. Cue with pictures from previous lessons.

B. Suggested items for review:

"What does your husband like?"
"Does your son like American food?"
"Do your children like hot dogs?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: SHE LIKES PRETTY DRESSES

OBJECTIVE

In this section you will learn to ask and answer questions about some items of clothing.

LISTENING COMPREHENSION

Listening

T cues with P140-145 (T60) and identifies
- Cl listens

T: This is a dress.
It's a short dress.

Listening and Identifying

T asks "yes-no" questions - Cl
Gr > answers
St

T: (Show the dress.)
Is this a short dress?
S: Yes, it is.

Listening and Repeating

T cues and models - Cl
Gr > repeats
St

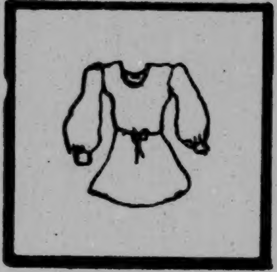
T: (Show the dress.) What's this?
It's a short dress.

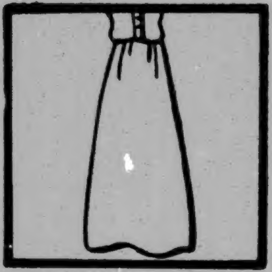
Identifying

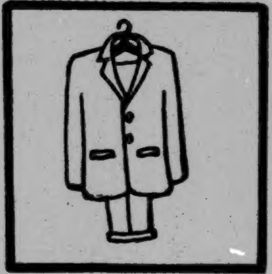
T cues and asks - Cl
Gr > answers
St

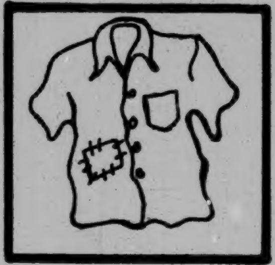
T: (Show the dress.) What's this?
S: It's a short dress.

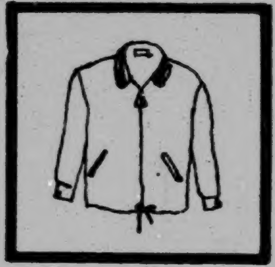
LISTENING COMPREHENSION

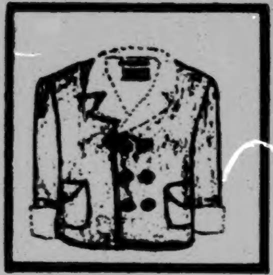

a short dress


a long skirt


a new suit


an old shirt


a light jacket


a heavy coat

READING

A. Show P146 (T61) and set the scene.

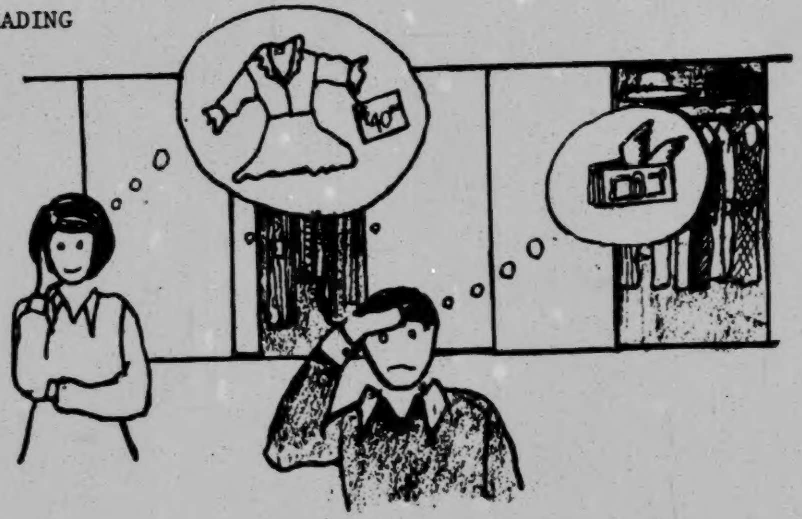
B. Present the Reading.

1. T models - Cl listens
2. T models - Cl repeats
3. Take roles: T - Cl
   Gr - Gr
   St - St

C. Ask "yes-no" questions about the story.
[NOTE: Point out the meaning of "her poor husband" in the context of this story.]

D. Show the paragraph on the board or overhead for reading lesson.

READING



Ann likes pretty dresses. She wants a new dress. Ann has many dresses. She doesn't need a new dress. Her poor husband! He has a terrible headache.

PRACTICE

"Ann has a new dress"

A. Substitution Drills

1. T: Ann has a new dress.
   She
   Mrs. Kim
   (Indicate a student.)
   (etc.)

2. T: Ann has a pretty dress.
   short
   new
   (etc.)

PRACTICE

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What does Ann have?

[NOTE: Point out the use of "has" in "he/she has" and contrast with "I/you/they have."]

"What does Ann have?"

A. Substitution Drill

T: What does Ann have?
Tom
she
(etc.)

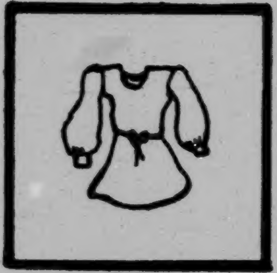
[NOTE: Point out the formation of questions with "have."
What do you have? I have a new dress.
What does he have? He has a new suit.]

B. Question and Answer Drill

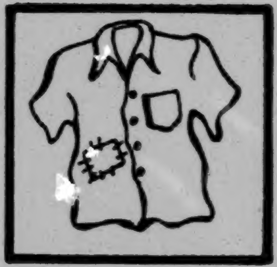
T cues: T
Gr > asks - St answers
St

OPTIONAL ACTIVITY: Distribute drill pictures among students and have them ask each other questions.

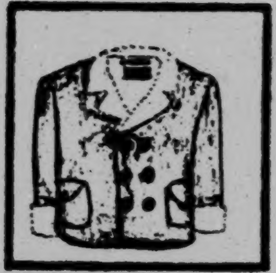
"What does Ann have?"



1. S-1: What does Ann have?
S-2: She has a short dress.



2. S-1: What does Tom have?
S-2: He has an old shirt.



3. S-1: What does Tom have?
S-2: He has a heavy coat.

* * *

4. S-1: What does Ann have?
S-2: She has a light jacket.

5. S-1: What does Tom have?
S-2: He has a new shirt.

6. S-1: What does Ann have?
S-2: She has a long skirt.

"Tom doesn't have/need a new suit"

Substitution Drills

1. T: Tom doesn't have a new shirt.
   suit
   jacket
   (etc.)

2. T: Ann doesn't need a new dress.
   skirt
   jacket
   (etc.)

"Yes, he does/No, he doesn't"

Contrast the meanings of "have" and "need" with this drill.

T cues and asks - Cl / Gr / St > answers

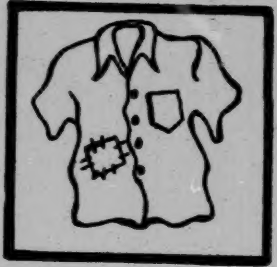
OPTIONAL ACTIVITY: Have students ask each other what they have or don't have, and what they need or don't need.

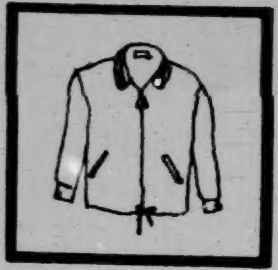
- -

CONTROLLED CONVERSATION

Set the pattern and have students carry on conversation.

"Yes, he does/No, he doesn't"





7. S-1: Does Tom have a new shirt?
   S-2: No, he doesn't.
   S-1: Does he need a new shirt?
   S-2: Yes, he does.

8. S-1: Does Ann have a light jacket?
   S-2: Yes, she does.
   S-1: Does she need a new jacket?
   S-2: No, she doesn't.

- -

CONTROLLED CONVERSATION

1. S-1: What does he have?
   S-2: He has an old shirt.
   S-1: What does he need?
   S-2: He needs a new shirt.

2. S-1: What does she have?
   S-2: She has a light jacket.
   S-1: What does she need?
   S-2: She needs a heavy jacket.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the names of the items of clothing on page 1.

B. Read the Practice exercises on page 2.

C. Read the Controlled Conversation on page 3.

D. Read:

Ann: I want a new coat, Tom.
Tom: You have many clothes, Ann. Do you need a new coat?
Ann: I have a light coat. I need a heavy coat.
Tom: I have a terrible headache!

- -

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers about the dialogue in Reading.

1. What does Ann want?

____

2. What does she have?

____

3. Does she have a coat?

________________ ________________

4. ________________________________

No, she doesn't.

5. ______________________________

She needs a heavy coat.

6. What does Tom have?

____

SECTION II: I LIKE SUMMER

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this lesson.

PRONUNCIATION

1. Draw a face on the board and label him "Pete."
2. T holds up a pin and a pen, points to "Pete" and models each word - Cl listens
3. Have students say the proper word as you point out the three items.
4. T models the three words - Cl repeats
5. Review the relative positions of the tongue and the degree and shape of the mouth opening in producing these sounds.
6. T models exercise - Cl, Gr, St > repeats

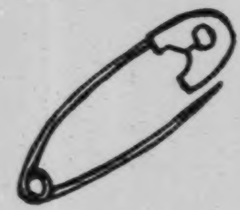
SECTION II: I LIKE SUMMER

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

PRONUNCIATION

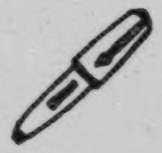


/I/ a pin

a pin

a big pin

It's a big pin.

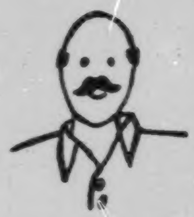


/ɛ/ a pen

a pen

a red pen

It's a red pen.



/iy/ Pete

Pete

It's Pete.

Meet Pete.

LISTENING COMPREHENSION

Listening

Show T62 (Top only) or write the names of the months on the board.

T identifies months of the year - Cl listens

T: This is January. It's the 1st month of the year. (Hold up 1 finger.)

[NOTE: This segment of the lesson emphasizes the months of the year. The ordinal numbers will be learned in the Dialogue segment.]

Listening and Identifying

A. T holds up various numbers of fingers and names a month - Cl identifies

T: (Hold up 5 fingers.) It's March.
S: No.

B. T calls out a month - Cl holds up proper number of fingers

T: July.
S: (Holds up 7 fingers.)

Listening and Repeating

T models months of the year - Cl, Gr, St > repeats

LISTENING COMPREHENSION

THE MONTHS OF THE YEAR

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

THE DIALOGUE

Preliminary Activity

A. Listening

T models ordinal numbers - Cl listens

THE DIALOGUE

1. January is the 1st month of the year.
2. February is the 2nd month of the year.
3. March is the 3rd month of the year.

B. Identifying

T asks "yes-no" questions - Cl reponds

T: Is October the 11th month of the year?
S: No, it isn't.

C. Repeating

T holds up fingers and models - Cl repeats

T: (Hold up 1 finger.)
January is the 1st month of the year.

Presenting the Dialogue

A. Write the names of the seasons on the board, together with their respective months.

B. Present the dialogue, following the usual procedure.

C. Ask comprehension questions about the dialogue.

D. Show the dialogue on board or overhead for reading practice (T62).

[NOTE: It is not necessary for the students to memorize the months of each season.]

4. April is the 4th month of the year.
5. May is the 5th month of the year.
6. June is the 6th month of the year.
7. July is the 7th month of the year.
8. August is the 8th month of the year.
9. September is the 9th month of the year.
10. October is the 10th month of the year.
11. November is the 11th month of the year.
12. December is the 12th month of the year.

WINTER	SPRING
Dec.	Mar.
Jan.	Apr.
Feb.	May
FALL	SUMMER
Sep.	June
Oct.	July
Nov.	Aug.

Pete: Do you like winter?

Ann: No, I don't. I don't like cold weather.

Pete: What season do you like?

Ann: I like summer. I like the hot weather in July and August.

PRACTICE

"January is the 1st month of the year"

A. Substitution Drill

T: January is the 1st month of the year.
February (2nd)
March
(etc.)

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What's the 1st month of the year?
S: It's January.

"What's the 1st month of the year?"

A. Substitution Drill

T: What's the 1st month of the year?
4th
9th
(etc.)

B. Question and Answer Drill

T cues: Gr
St > asks - Cl
Gr > answers
St

"They're March, April, and May"

A. Substitution Drill

T: What are the spring months?
winter
autumn
summer

PRACTICE

"What's the 1st month of the year?"

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

1. S-1: What's the 1st month of the year?
S-2: It's January.

2. S-1: What's the 2nd month of the year?
S-2: It's February.

3. S-1: What's the 7th month of the year?
S-2: It's July.

"They're March, April, and May"

B. Question and Answer Drill

T cues: $\begin{matrix}\text{Gr}\\ \text{St}\end{matrix}\!>$ asks - $\begin{matrix}\text{Gr}\\ \text{St}\end{matrix}\!>$ answers

SPRING	SUMMER
March, April, May	June, July, August
AUTUMN	**WINTER**
September, October, November	December, January, February

4. S-1: What are the autumn months?
   S-2: They're September, October, and November.

5. S-1: What are the winter months?
   S-2: They're December, January, and February.

CONTROLLED CONVERSATION

Set the pattern and have students carry on conversation.

OPTIONAL ACTIVITY
Have students converse with each other about the months of the year and the seasons, using the patterns learned in the lesson.

CONTROLLED CONVERSATION

1. S-1: Do you like the winter months?
   S-2: No, I don't. I don't like cold weather.
   S-1: What season do you like?
   S-2: I like spring.

2. S-1: Do you like the summer months?
   S-2: No, I don't. I don't like hot weather.
   S-1: What season do you like?
   S-2: I like autumn.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the names of the months of the year on page 4.

B. Read the sentences in the Dialogue on page 4.

C. Read the Practice sentences on page 5.

D. Read the Controlled Conversation on page 6.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

A. Copy the names of the months.

1. January______________
2. February_____________
3. March________________
4. April________________
5. May__________________
6. June_________________
7. July_______________
8. August_____________
9. September__________
10. October___________
11. November__________
12. December__________

B. Complete the sentences.

1. August is the ________ month of the year.
2. October is the ________ month of the year.
3. April is the ________ month of the year.
4. February is the ________ month of the year.
5. January is the ________ month of the year.

C. Complete the sentences.

1. The spring months are ________________________
2. The autumn months are ________________________
3. The summer months are ________________________
4. The winter months are ________________________

Los Angeles Unified School District
Asian Project - ABE
AP-201653

LESSON SIXTEEN - STUDENT LEAFLET
SECTION I: She Likes Pretty Dresses
SECTION II: I Like Summer

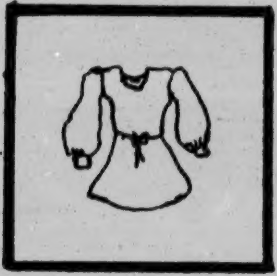
LESSON SIXTEEN

SECTION I: SHE LIKES PRETTY DRESSES

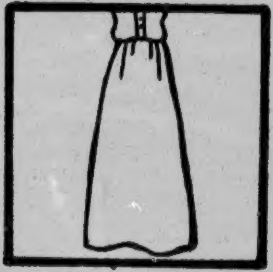
OBJECTIVE

In this section you will learn to ask and answer questions about some items of clothing.

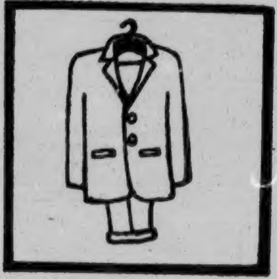
LISTENING COMPREHENSION



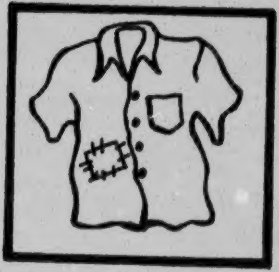
a short dress



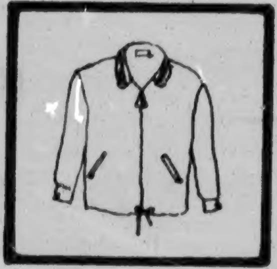
a long skirt



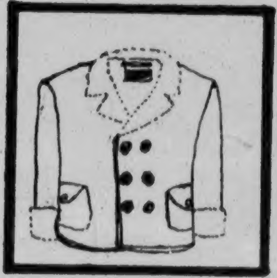
a new suit



an old shirt



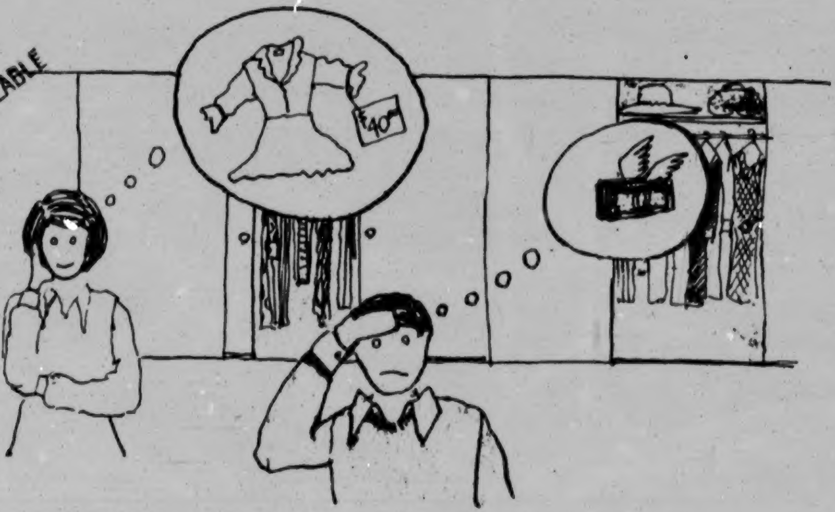
a light jacket



a heavy coat

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

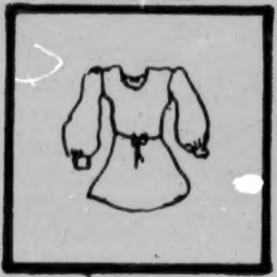
READING

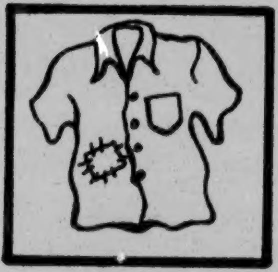


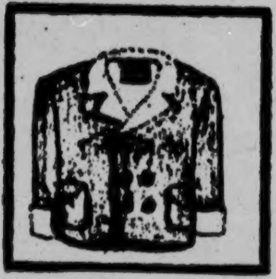
Ann likes pretty dresses. She wants a new dress. Ann has many dresses. She doesn't need a new dress. Her poor husband! He has a terrible headache.

PRACTICE

"What does Ann have?"







1. S-1: What does Ann have?
   S-2: She has a short dress.

2. S-1: What does Tom have?
   S-2: He has an old shirt.

3. S-1: What does Tom have?
   S-2: He has a heavy coat.

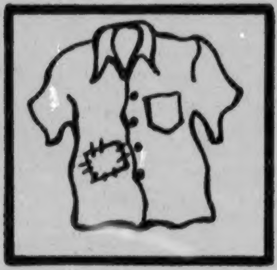
* * *

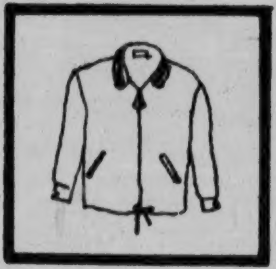
4. S-1: What does Ann have?
   S-2: She has a light jacket.

5. S-1: What does Tom have?
   S-2: He has a new shirt.

6. S-1: What does Ann have?
   S-2: She has a long skirt.

"Yes, he does/No, he doesn't"





7. S-1: Does Tom have a new shirt?
   S-2: No, he doesn't.
   S-1: Does he need a new shirt?
   S-2: Yes, he does.

8. S-1: Does Ann have a light jacket?
   S-2: Yes, she does.
   S-1: Does she need a new jacket?
   S-2: No, she doesn't.

CONTROLLED CONVERSATION

1. S-1: What does he have?
   S-2: He has an old shirt.
   S-1: What does he need?
   S-2: He needs a new shirt.

2. S-1: What does she have?
   S-2: She has a light jacket.
   S-1: What does she need?
   S-2: She needs a heavy jacket.

READING

A. Read the names of the items of clothing on page 1.

B. Read the Practice exercises on page 2.

C. Read the Controlled Conversation on this page.

D. Read:

Ann: I want a new coat, Tom.

Tom: You have many clothes, Ann. Do you need a new coat?

Ann: I have a light coat. I need a heavy coat.

Tom: I have a terrible headache!

WRITING

Write the questions or answers about the dialogue in Reading.

1. What does Ann want?

____

2. What does she have?

____

3. Does she have a coat?

____

4. ____

No, she doesn't.

5. ____

She needs a heavy coat.

6. What does Tom have?

____

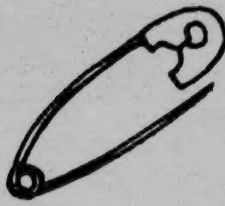
SECTION II: I LIKE SUMMER

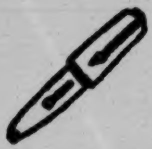
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

PRONUNCIATION





/I/ a pin	/ɛ/ a pen	/iy/ Pete
a pin	a pen	Pete
a big pin	a red pen	It's Pete
It's a big pin.	It's a red pen.	Meet Pete.

LISTENING COMPREHENSION

THE MONTHS OF THE YEAR

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

THE DIALOGUE

1. January is the 1st month of the year.
2. February is the 2nd month of the year.
3. March is the 3rd month of the year.
4. April is the 4th month of the year.
5. May is the 5th month of the year.
6. June is the 6th month of the year.
7. July is the 7th month of the year.
8. August is the 8th month of the year.
9. September is the 9th month of the year.
10. October is the 10th month of the year.
11. November is the 11th month of the year.
12. December is the 12th month of the year.

WINTER	SPRING
Dec.	Mar.
Jan.	Apr.
Feb.	May
FALL	**SUMMER**
Sep.	June
Oct.	July
Nov.	Aug.

Pete: Do you like winter?

Ann: No, I don't. I don't like cold weather.

Pete: What season do you like?

Ann: I like summer. I like the hot weather in July and August.

- -

PRACTICE

"What's the 1st month of the year?"

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

1. S-1: What's the 1st month of the year?
   S-2: It's January.

2. S-1: What's the 2nd month of the year?
   S-2: It's February.

3. S-1: What's the 7th month of the year?
   S-2: It's July.

"They're March, April, and May"

SPRING	SUMMER
March, April, May	June, July, August
AUTUMN	**WINTER**
September, October, November	December, January, February

4. S-1: What are the autumn months?
   S-2: They're September, October, and November.

5. S-1: What are the winter months?
   S-2: They're December, January, and February.

CONTROLLED CONVERSATION

1. S-1: Do you like the winter months?
   S-2: No, I don't. I don't like cold weather.
   S-1: What season do you like?
   S-2: I like spring.

2. S-1: Do you like the summer months?
   S-2: No, I don't. I don't like hot weather.
   S-1: What season do you like?
   S-2: I like autumn.

- -

READING

A. Read the names of the months of the year on page 4.

B. Read the sentences in the Dialogue on page 4.

C. Read the Practice sentences on page 5.

D. Read the Controlled Conversation on this page.

- -

WRITING

A. Copy the names of the months.

1. January____________________________
2. February__________________________
3. March_____________________________
4. April_____________________________
5. May_______________________________
6. June______________________________
7. July______________________________
8. August____________________________
9. September_________________________
10. October__________________________
11. November_________________________
12. December_________________________

B. Complete the sentences.

1. August is the ________ month of the year.
2. October is the ________ month of the year.
3. April is the ________ month of the year.
4. February is the ________ month of the year.
5. January is the ________ month of the year.

C. Complete the sentences.

1. The spring months are ____
2. The autumn months are ____
3. The summer months are ____
4. The winter months are ____

LESSON SIXTEEN: STUDENT EVALUATION FORM

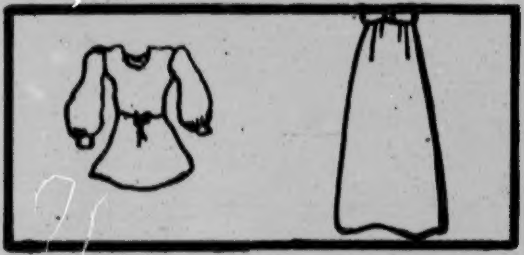
I. Oral Exercises

- -

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

1.



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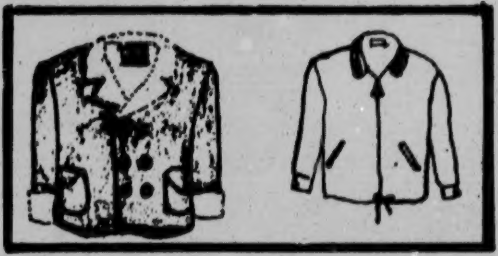

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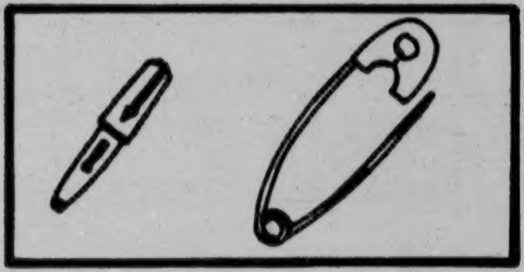

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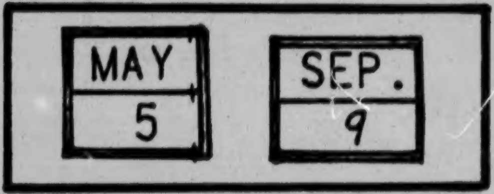

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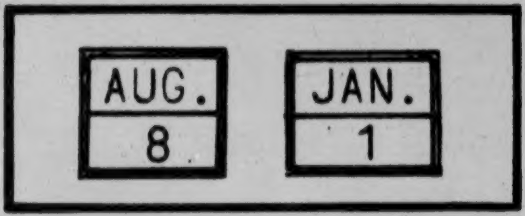
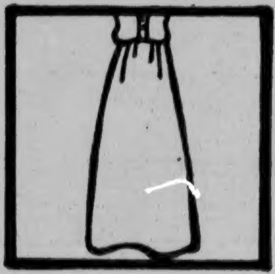


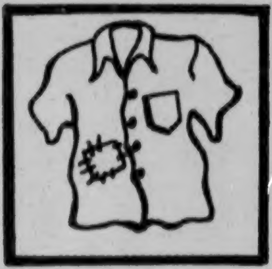
6.



No, she hasn't

No, she doesn't.

7.



Yes, he does.

Yes, he is.

III. READING

Directions: Circle the correct answers.

1. Ann ________ a short dress.
   - have
   - has
   - need

2. Does Tom ________ a new suit?
   - needs
   - has
   - have

3. He likes the _______ weather in summer.
   - cold
   - hot
   - rainy

4. ____________ is the 8th month of the year.
   - June
   - August
   - October

5. Ann has many dresses. She ____________________ a new dress.
   - needs
   - doesn't need
   - doesn't needs

- -

IV. WRITING

Directions: Write the correct answers in the blanks.

____________________ is the 2nd month of the year. It's a __________________________ month. Sue ___________________ a light jacket. It's very ________________ in winter. She needs a ________________________ jacket.

Words to Copy
- June
- February
- summer
- winter
- have
- has
- cold
- heavy

LESSON SIXTEEN

第十六課

SECTION I: SHE LIKES PRETTY DRESSES

第一節：她喜歡美麗的衣服

OBJECTIVE

In this section you will learn to ask and answer questions about some items of clothing.

學習目標

在這一節，你們要學習有關衣服的問答。

READING

Ann likes pretty dresses. She wants a new dress. Ann has many dresses. She doesn't need a new dress. Her poor husband! He has a terrible headache.

閱讀

Ann 喜歡花色衣服。她想要一件新衣服。Ann 有很多衣服。她不需要新衣服。她那可憐的丈夫！他頭痛得很。

SECTION II: I LIKE SUMMER

第二節：她喜歡夏天

OBJECTIVES

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

學習目標

一、練習發音。
二、學習月份的名稱
三、學習季節的名稱

THE DIALOGUE 對話

Pete:	Do you like winter?	你喜歡冬天嗎？
Ann:	No, I don't. I don't like cold weather.	不喜歡。我不喜欢冷的天氣。
Pete:	What season do you like?	你喜歡什麼季節？
Ann:	I like summer. I like the hot weather in July and August.	我喜歡夏天。我喜歡七月和八月的熱天。

NOTES 應注意事項

1. The sentence, "He has a terrible headache," is used figuratively in this lesson.	一. 左面英文句子的直譯是"他頭痛得很，"在此表示"他很煩惱。"
2. English, unlike Chinese, does not use numbers to name the twelve months of the year. Students should learn the names of the months.	二. 英文不用數目字來称呼月份。學生應留心熟記英文十二個月份的說法。
3. The English ordinal numbers are not as regular as in Chinese. Students should learn how to say the ordinals in English.	三. 英文的序數構成方法不如中文的那樣有規則。學生應注意學習英文序數的說法和寫法。

LESSON SIXTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of articles of clothing and names of months of the year and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What does he have? (He has a new shirt.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask question #1. (What does Ann have?)	1 2 3 4 5	1 2 3 4 5
3. Have students ask questions with "what." (What's the 1st month of the year?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (January is the 1st month of the year.)	1 2 3 4 5	1 2 3 4 5
5. What are the spring months?	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. She has a short dress.
2. He has a light jacket.
3. She needs a pin.
4. It's the 5th month of the year.
5. It's a summer month.
6. Does she have a short skirt?
7. Does he need a new shirt?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE
AP-211753

LESSON SEVENTEEN - LESSON GUIDE
SECTION I: She's Cleaning
SECTION II: I'm Looking for a Summer Dress

LESSON SEVENTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify occupations of people in the lesson, along with their activities at the present moment.

Listening and Speaking: Student will be able to:

1. Discuss certain activities going on at the present moment.
2. Discuss what people in certain occupations are doing at the present moment.
3. Shop for specific items.
4. Use the present progressive form of the verb in carrying on above conversations.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	What's he/she doing (now)?	He's/She's studying.
	What are you doing?	I'm talking.
	Is he listening?	
	Are you/they listening?	
Review:	What is he/she?	He's a barber/She's a secretary.
	How much is it?	It's only 15 dollars.
		That's a pretty dress.
		Yes, he is/No, he isn't.
		Yes, I am/No, I'm not.
		Yes, they are/No, they aren't.

Fixed expressions: I'm looking for a summer dress.
We're having a sale.

INSTRUCTIONAL AIDS

Drill pictures:
P147 - Reading (It's Saturday morning)
P148 - Pronunciation: ties
P149 - Facial diagram: /t/ and /θ/
P150 - a waitress
P151 - a florist

Also:
P11 - a secretary
P21 - a barber
P40 - a seamstress
P74 - at the department store
P75 - a hairdresser (at the beauty shop)
P130 - thighs

Transparencies:
T63 - Reading (It's Saturday morning)
T64 - Pronunciation: /t/ - /θ/ (ties - thighs)
T65 - a barber, a hairdresser, a seamstress , a secretary, a waitress, a florist
T66 - Dialogue (A summer dress)

Student handouts:
Student leaflets
Student evaluation form

Lesson guide:
Evaluation

CULTURAL AND STRUCTURAL NOTES

1.

English	He	is	working.		
Chinese	he	(now)	work(ing).		
Japanese	(he+subject particle)	(work+object particle)	(do)work+progressive particle	is	
Korean	(he+subject particle)	work+object particle	do+progressive particle	is+statement particle	
Tagalog			work+present affix	she	now.
Spanish	(He)	is	working.		

From this chart we can make the following observations:

a. Complicating the learning of the progressive tenses in English for Asians is the use of the verb "to be" with its conjugation

b. In Chinese, if the time adverb "now" appears in the sentence, the progressive suffix is not necessary to express the present progressive. Thus the Chinese sentence for the above example could be: "She now work."

c. Most Tagalog verbs have the same form for both the simple present and the present progressive, and only the time adverb "now" can distinguish one from the other.

2. The Chinese, Japanese, and Filipino have adopted the word "jacket" as a loan word, but use it in referring only to the casual, zip-type garment.

SECTION I: SHE'S CLEANING

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from previous lessons.

B. Suggested items for review:

1. "What does Ann have/need/like/want?"
2. "Does Ann have/need/like/want pretty dresses?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this lesson.

LISTENING COMPREHENSION

Listening and Identifying

A. T acts out and identifies the following actions:

standing	walking
sitting	reading
listening	writing
talking	studying

T: What am I doing now? I'm standing.
I'm talking.
What are you doing now? You're sitting.
You're listening.

B. Teacher acts out and asks "yes-no" questions

- Cl / Gr / St > answers

SECTION I: SHE'S CLEANING

OBJECTIVE

In this section you will learn to discuss some actions that are going on at the moment.

LISTENING COMPREHENSION

T: (Act out reading.) Am I writing?
S: No, you aren't.

C. Repetition Drill

T acts out and models statement

- Cl
- Gr ⟩ repeats statement
- St

T: What am I doing?
You're standing.

D. Answer Drill

T acts out and asks - Cl
Gr ⟩ answers
St

T: What am I doing?

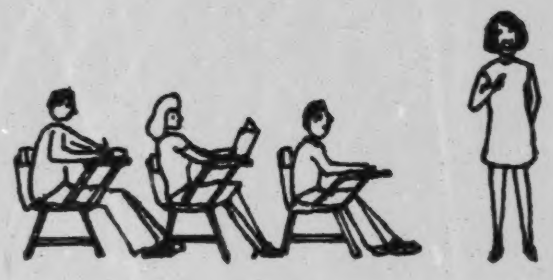
E. Repetition Drill

T models question - Cl repeats

F. Question and Answer Drill

St acts and asks - St answers

S-1: (Walks around.) What am I doing?
S-2: You're walking.



Teacher: I'm standing and talking.
Ted: I'm sitting and listening.
Pat: I'm reading.
Pete: I'm writing.

- -

A READING LESSON

A. Show the reading picture P147 (T63) and set the scene.

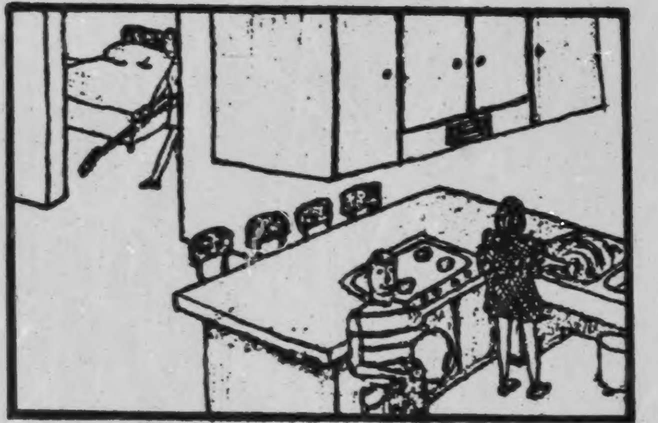
B. Present the paragraph, following usual procedure.

C. Ask comprehension questions about the story.

D. Show the paragraph on the board or overhead for reading practice.

[NOTE: If neither is possible, have students open their leaflet for the reading activity only.]

A READING LESSON



It's Saturday morning. Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

- -

PRACTICE

"She's cleaning"

A. Substitution Drills

T models and cues - Cl
Gr > responds
St

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What's Mrs. Kim doing?
S: She's cleaning.

"What's Mrs. Kim doing?"

A. Substitution Drill

T models and cues - Cl
Gr > responds
St

PRACTICE

"She's cleaning"

1. T: She's cleaning.	S: She's cleaning.
washing	She's washing.
working	She's working.
helping	She's helping.
talking	She's talking.

2. T: She's working.	S: She's working.
He	He's working.
I	I'm working.
We	We're working.
They	They're working.
You	You're working.
She	She's working.

"What's Mrs. Kim doing?"

A. Substitution Drill

3. T: What's Mrs. Kim doing?	S: What's Mrs. Kim doing?
I	What am I doing?
you	What are you doing?
Pete	What's Pete doing?
they	What are they doing?

B. Question and Answer Drill

T cues with Reading picture:
T　　　　　Cl
St　asks　-　Gr　> answers
　　　　　St

"Are you listening?"

A. Substitution Drill

T models and cues　-　Cl
　　　　　　　　Gr　> responds
　　　　　　　　St

OPTIONAL ACTIVITY

T: Are you listening?
talking?
reading
(etc.)

B. Question and Answer Drill

T cues by pointing to self and to various students: St asks - St answers

B. Question and Answer Drill

4. S-1: What's Mrs. Kim doing?
S-2: She's cleaning.

5. S-1: What's Joe doing?
S-2: He's helping Lucy.

6. S-1: What's Lucy doing?
S-2: She's washing the dishes.

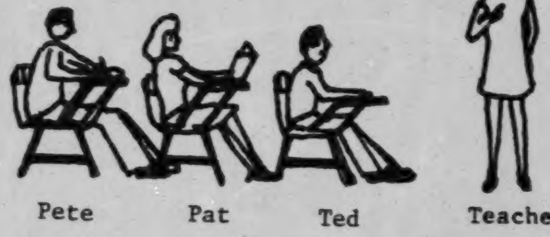
7. S-1: What's Mr. Kim doing?
S-2: He's working.

"Are you listening?"

A. Substitution Drill

8. T: Are you listening?	S: Are you listening?
she	Is she listening?
they	Are they listening?
Pete	Is Pete listening?
I	Am I listening?
you	Are you listening?

B. Question and Answer Drill



9. S-1: Is Ted listening?
S-2: Yes, he is.

10. S-1: Is Pat talking?
S-2: No, she isn't.

11. S-1: Is Ted standing?
S-2: No, he isn't.

12. S-1: Is Pete writing?
S-2: Yes, he is.

MINI-DIALOGUES

T cues and sets patterns for dialogues:
St asks - St answers

OPTIONAL ACTIVITY: Have students act out then ask each other questions about actions they're performing at the moment.

READING

[NOTE: Have students open their leaflets at this time.]

A. Have students follow the directions as noted in the student leaflet.

WRITING

Have students follow the directions as noted in the student leaflet.

MINI-DIALOGUES

1. S-1: Is Mrs. Kim washing the dishes?
S-2: No, she isn't.
S-1: What is she doing?
S-2: She's cleaning.

2. S-1: Are Joe and Lucy studying?
S-2: No, they aren't.
S-1: What are they doing?
S-2: They're washing the dishes.

READING

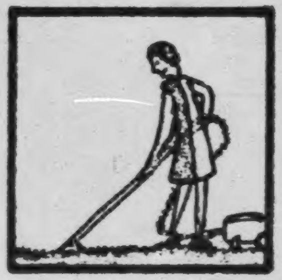
A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-Dialogues on page 3.

WRITING

A. Write the questions or answers.



1. Is Mrs. Kim washing the dishes?

____

2. What is she doing?

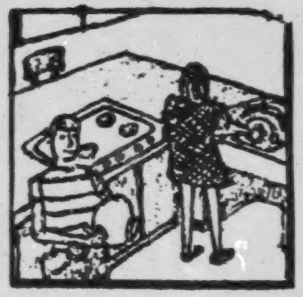
____

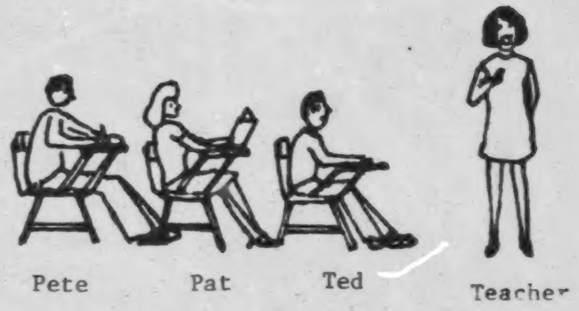
3. Are Joe and Lucy cleaning?

____

4. ____________________________

They're washing the dishes.





5. Are the students sitting?

____

6. ______________________________

He's listening.

7. ______________________________

She's standing and talking.

8. What's Pat doing?

____

9. Is Pete writing?

____

10. What is he doing?

____

- -

SECTION II: I'M LOOKING FOR A SUMMER DRESS

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: I'M LOOKING FOR A SUMMER DRESS

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

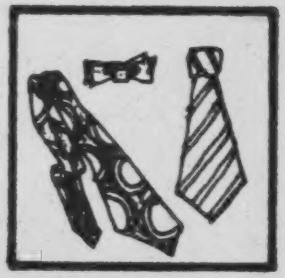
In this section you will:

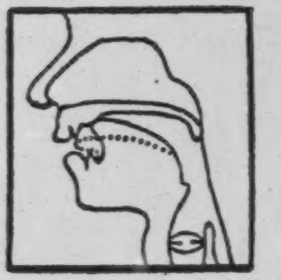
1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

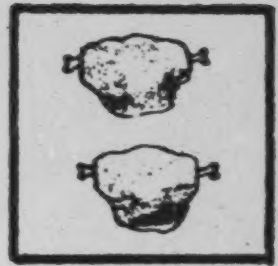
PRONUNCIATION

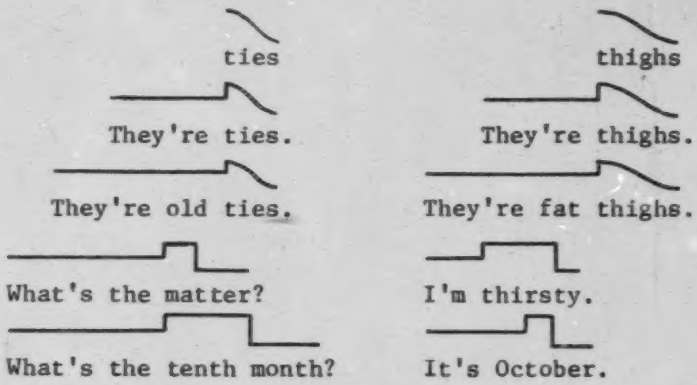
1. T shows pictures P130 (thighs) and P148 (ties) or T64 and models - Cl listens
2. Have students point to the proper picture as you say the words.
3. T models - Cl repeats
4. Have students say the proper word as you hold up the pictures.
5. Using facial diagram P149 (T64), point out the relative positions of the tip of the tongue in producing these sounds.
6. T models exercise - Cl / Gr / St > repeats

PRONUNCIATION


/t/ ties


/t/——/θ/····


/θ/ thighs



ties	thighs
They're ties.	They're thighs.
They're old ties.	They're fat thighs.
What's the matter?	I'm thirsty.
What's the tenth month?	It's October.

LISTENING COMPREHENSION

[NOTE: Use drill pictures P11, 21, 40, 75, 150, and 151 (T65) as cues.]

Listening

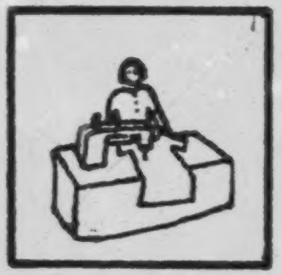
T identifies - Cl listens

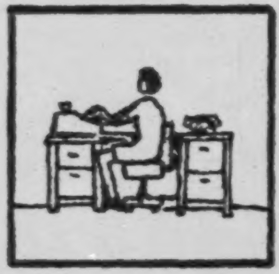
T: She's a seamstress.
She's sewing a dress.

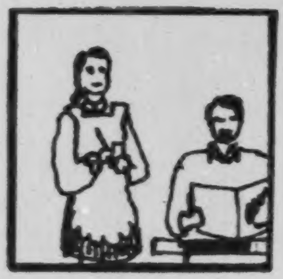
Identifying

A. T cues and asks identity - Cl responds

LISTENING COMPREHENSION


She's a seamstress.
She's sewing a dress.


She's a secretary.
She's typing a letter.


She's a waitress.
She's taking an order.

T: Is she a seamstress?
S: Yes, she is/No, she isn't.

B. T cues and asks about action - Cl responds

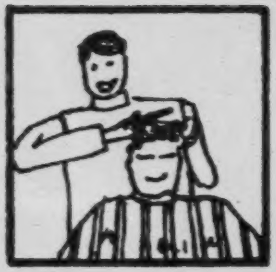
T: Is she sewing a dress?
S: Yes, she is/No, she isn't.

Repeating

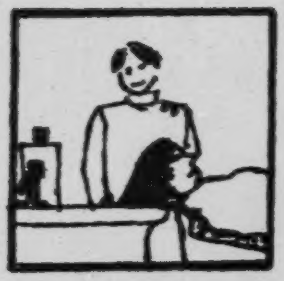
T cues and models - Cl repeats response

T: What is she? She's a seamstress.

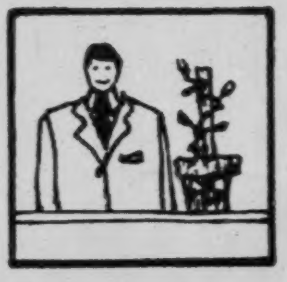
What's she doing now? She's sewing a dress.



He's a barber.
He's giving a haircut.



She's a hairdresser.
She's giving a shampoo.



He's a florist.
He's selling flowers.

- -

PRACTICE

"What's the waitress doing?"

A. Substitution Drill

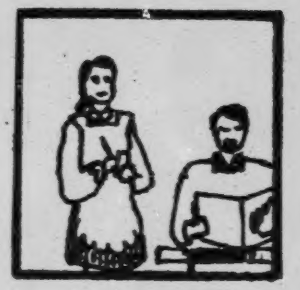
T: She's taking an order.
giving a shampoo
selling flowers
(etc.)

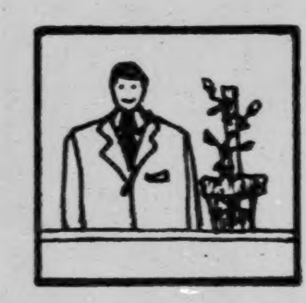
B. Question and Answer Drill

T cues: St asks - St answers

PRACTICE

"What's the waitress doing?"





1. S-1: What's the waitress doing?
S-2: She's taking an order.

2. S-1: What's the florist doing?
S-2: He's selling flowers.

* * *

3. S-1: What's the seamstress doing?
S-2: She's sewing a dress.

4. S-1: What's the secretary doing?
S-2: She's typing a letter.

MINI-DIALOGUES

T cues and sets pattern:
St asks - St answers

OPTIONAL ACTIVITY: Have students carry on conversations about the occupations and present activities of members of their families.

THE DIALOGUE

A. Show P74 (T66) and read the introductory sentences to set the scene.

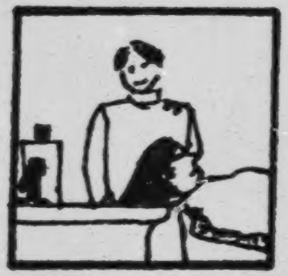
B. Follow the usual procedure for presenting the dialogue.

C. Ask comprehension questions about the story.

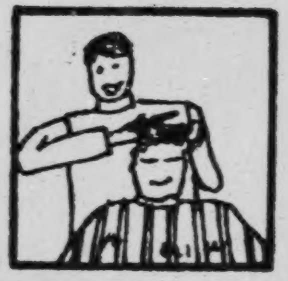
D. Show the dialogue on the board or overhead for reading practice.

[NOTE: Explain the meanings of "looking for" and "having a sale."]

MINI-DIALOGUES

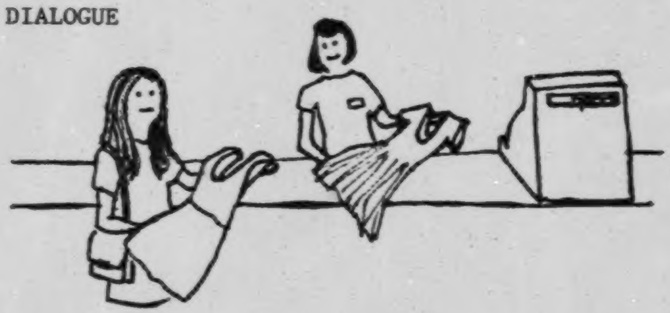


1. S-1: What is she?
   S-2: She's a hairdresser.
   S-1: What's she doing?
   S-2: She's giving a shampoo.



2. S-1: What is he?
   S-2: He's a barber.
   S-1: What's he doing?
   S-2: He's giving a haircut.

THE DIALOGUE



Ann is shopping at the department store. A saleslady is helping her.

Ann: I'm looking for a summer dress.
Saleslady: That's a pretty dress.
Ann: How much is it?
Saleslady: It's only 15 dollars. We're having a sale today.

PRACTICE

"I'm looking for a dress"

A. Substitution Drills

1. T: I'm looking for a dress.
shirt
jacket
(etc.)

2. T: He's looking for a coat.
She
I
(etc.)

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What are you looking for?
S: I'm looking for a dress.

"What are you looking for?"

A. Substitution Drill

T: What are you looking for?
she
they
(etc.)

B. Question and Answer Drill

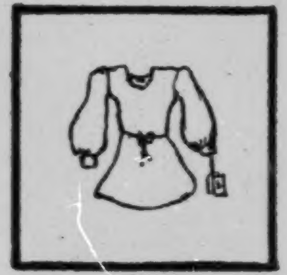
T cues: T
St > asks - Cl
Gr > answers
St

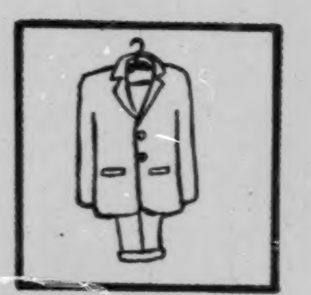
OPTIONAL DRILL

T: Ann is shopping at the department store.
market
take-out stand
(etc.)

PRACTICE

"What are you looking for?"





1. S-1: What are you looking for?
S-2: I'm looking for a dress.

2. S-1: What are you looking for?
S-2: I'm looking for a suit.

MINI-DIALOGUES

T sets pattern and cues:
St asks - St answers

MINI-DIALOGUES

1. S-1: I'm looking for a winter coat.
S-2: This is a heavy coat.
S-1: How much is it?
S-2: It's only 50 dollars.

2. S-1: I'm looking for a spring jacket.
S-2: This is a light jacket.
S-1: How much is it?
S-2: It's only 10 dollars.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the occupations and activities on pages 5 and 6.

B. Read the Practice exercises on pages 6 and 7.

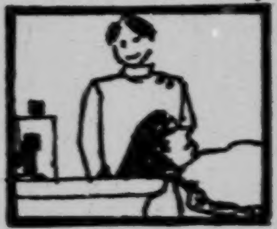
C. Read the Mini-dialogues on pages 6 and 7.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the correct questions or answers.

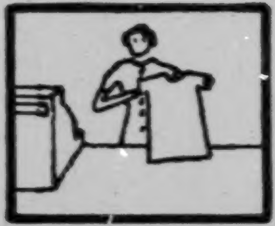


1. Is the hairdresser giving a haircut?

____

What's she doing?

____

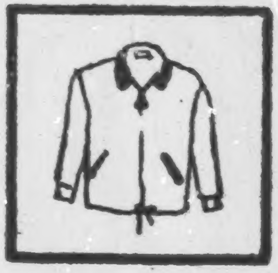


2. ________________ selling flowers?

No, she isn't.

____

She's selling dresses.

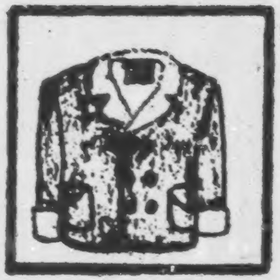


3. Are you looking for a shirt?

No, ________

What are you looking for?

____



4. ________ a suit?

No, he isn't.

____

He's looking for a coat.

Los Angeles Unified School District
Asian Project - ABE
AP-211753

LESSON SEVENTEEN - STUDENT LEAFLET
SECTION I: She's Cleaning
SECTION II: I'm Looking for a Summer Dress

LESSON SEVENTEEN

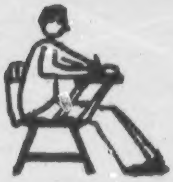
SECTION I: SHE'S CLEANING

OBJECTIVE

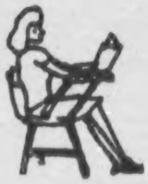
In this section you will learn to discuss some actions that are going on at the moment.

- -

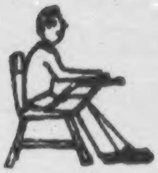
LISTENING COMPREHENSION



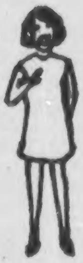
Pete



Pat



Ted



Teacher

Teacher: I'm standing and talking.

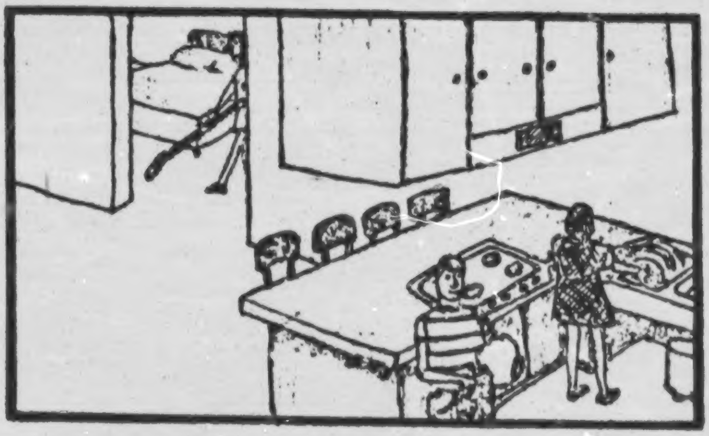
Ted: I'm sitting and listening.

Pat: I'm reading.

Pete: I'm writing.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

A READING LESSON



It's Saturday morning. Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

PRACTICE

"She's cleaning"

1. T: She's cleaning.	S: She's cleaning.
washing	She's washing.
working	She's working.
helping	She's helping.
talking	She's talking.

2. T: She's working.	S: She's working.
He	He's working.
I	I'm working.
We	We're working.
They	They're working.
You	You're working.
She	She's working.

"What's Mrs. Kim doing?"

A. Substitution Drill

3. T: What's Mrs. Kim doing?	S: What's Mrs. Kim doing?
I	What am I doing?
you	What are you doing?
Pete	What's Pete doing?
they	What are they doing?

B. Question and Answer Drill

4. S-1: What's Mrs. Kim doing?
   S-2: She's cleaning.

5. S-1: What's Joe doing?
   S-2: He's helping Lucy.

6. S-1: What's Lucy doing?
   S-2: She's washing the dishes.

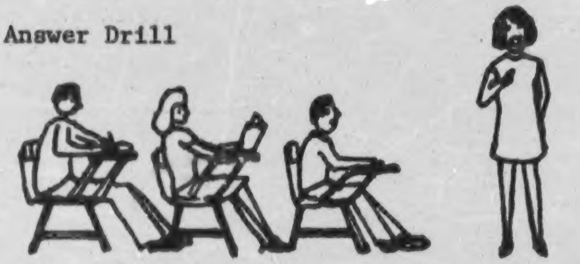
7. S-1: What's Mr. Kim doing?
   S-2: He's working.

"Are you listening?"

A. Substitution Drill

8. T:	S:
Are you listening?	Are you listening?
she	Is she listening?
they	Are they listening?
Pete	Is Pete listening?
I	Am I listening?
you	Are you listening?

B. Question and Answer Drill



9. S-1: Is Ted listening?
   S-2: Yes, he is.

10. S-1: Is Pat talking?
    S-2: No, she isn't.

11. S-1: Is Ted standing?
    S-2: No, he isn't.

12. S-1: Is Pete writing?
    S-2: Yes, he is.

MINI-DIALOGUES

1. S-1: Is Mrs. Kim washing the dishes?
   S-2: No, she isn't.
   S-1: What is she doing?
   S-2: She's cleaning.

2. S-1: Are Joe and Lucy studying?
   S-2: No, they aren't.
   S-1: What are they doing?
   S-2: They're washing the dishes.

READING

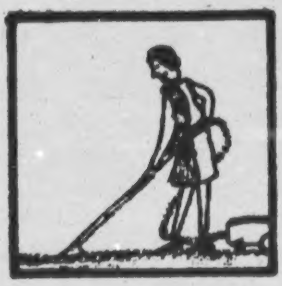
A. Read the sentences on page 1.

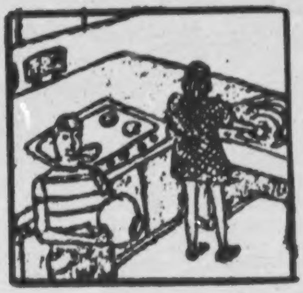
B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-Dialogues on this page.

WRITING

A. Write the questions or answers.





1. Is Mrs. Kim washing the dishes?

____

2. What is she doing?

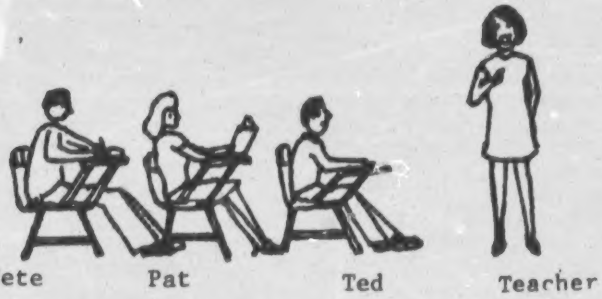
____

3. Are Joe and Lucy cleaning?

____

4. ______________________________

They're washing the dishes.



5. Are the students sitting?

____

6. ______________________________

He's listening.

7. ______________________________

She's standing and talking.

8. What's Pat doing?

____

9. Is Pete writing?

____

10. What is he doing?

____

SECTION II: I'M LOOKING FOR A SUMMER DRESS

2

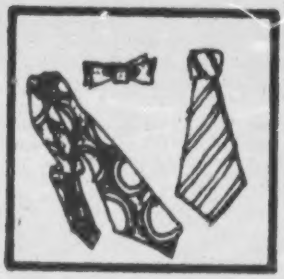
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

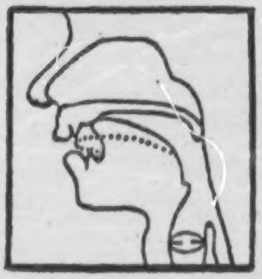
In this section you will:

1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

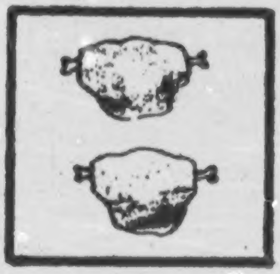
PRONUNCIATION



/t/ ties



/t/—— /θ/ ····



/θ/ thighs

ties

They're ties.

They're old ties.

What's the matter?

What's the tenth month?

thighs

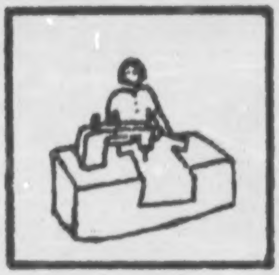
They're thighs.

They're fat thighs.

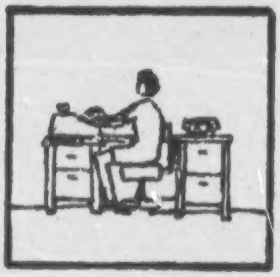
I'm thirsty.

It's October.

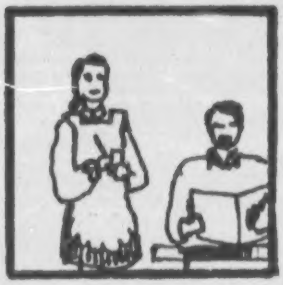
LISTENING COMPREHENSION



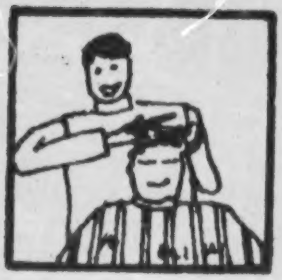
She's a seamstress.
She's sewing a dress.



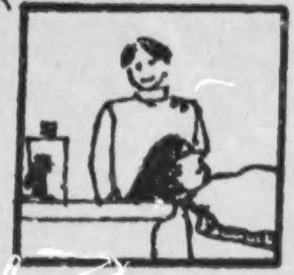
She's a secretary.
She's typing a letter.



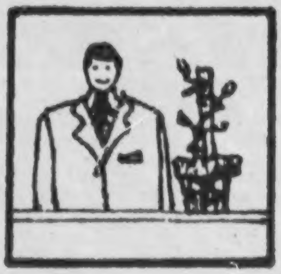
She's a waitress.
She's taking an order.



He's a barber.
He's giving a haircut.



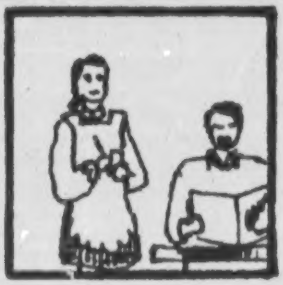
She's a hairdresser.
She's giving a shampoo.



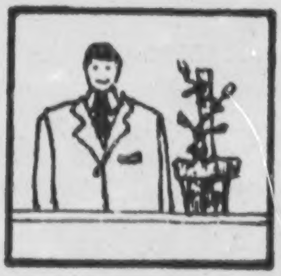
He's a florist.
He's selling flowers.

PRACTICE

"What's the waitress doing?"



1. S-1: What's the waitress doing?
   S-2: She's taking an order.



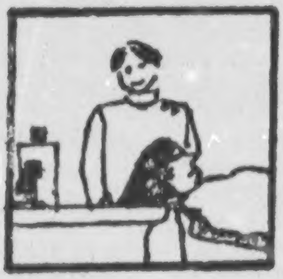
2. S-1: What's the florist doing?
   S-2: He's selling flowers.

* * *

3. S-1: What's the seamstress doing?
   S-2: She's sewing a dress.

4. S-1: What's the secretary doing?
   S-2: She's typing a letter.

MINI-DIALOGUES

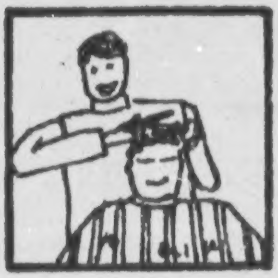


1. S-1: What is she?

   S-2: She's a hairdresser.

   S-1: What's she doing?

   S-2: She's giving a shampoo.



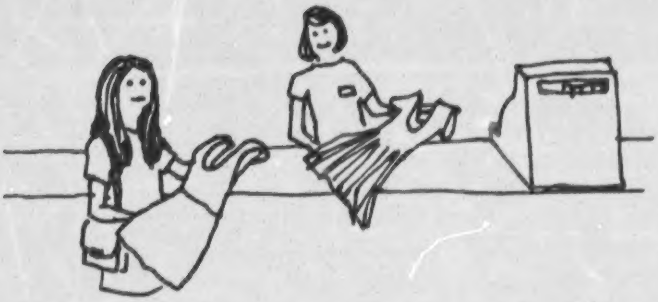
2. S-1: What is he?

   S-2: He's a barber.

   S-1: What's he doing.

   S-2: He's giving a haircut.

THE DIALOGUE



Ann is shopping at the department store. A saleslady is helping her.

Ann: I'm looking for a summer dress.

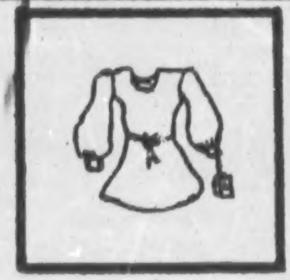
Saleslady: That's a pretty dress.

Ann: How much is it?

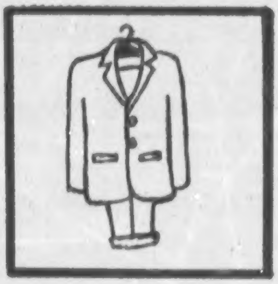
Saleslady: It's only 15 dollars. We're having a sale today.

PRACTICE

"What are you looking for?"



1. S-1: What are you looking for?
   S-2: I'm looking for a dress.



2. S-1: What are you looking for?
   S-2: I'm looking for a suit.

MINI-DIALOGUES

1. S-1: I'm looking for a winter coat.
   S-2: This is a heavy coat.
   S-1: How much is it?
   S-2: It's only 50 dollars.

2. S-1: I'm looking for a spring jacket.
   S-2: This is a light jacket.
   S-1: How much is it?
   S-2: It's only 10 dollars.

READING

A. Read the occupations and activities on pages 5 and 6.

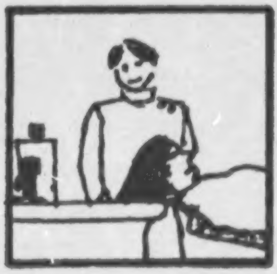
B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on pages 6 and 7.

- -

WRITING

Write the correct questions or answers.

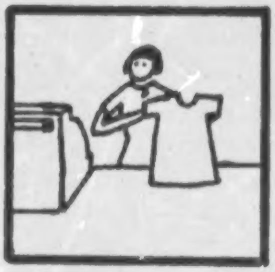


1. Is the hairdresser giving a haircut?

____

What's she doing?

____

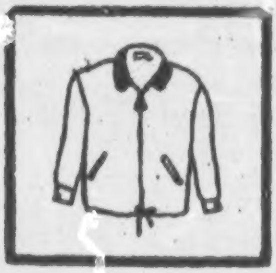


2. ____________________ selling flowers?

No, she isn't.

____

She's selling dresses.

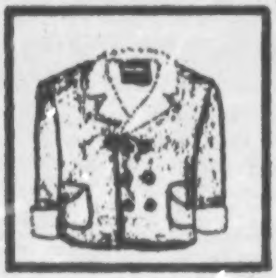


3. Are you looking for a shirt?

No, ______________________________

What are you looking for?

____



4. ______________________________ a suit?

No, he isn't.

____

He's looking for a coat.

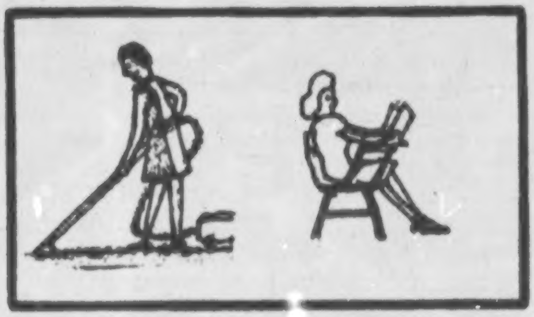
LESSON SEVENTEEN: STUDENT EVALUATION FORM

I. Oral Exercise

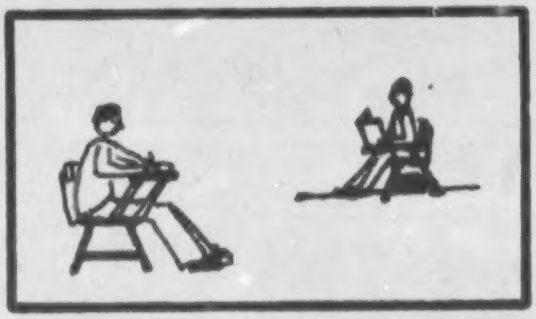
- -

II. LISTENING COMPREHENSION

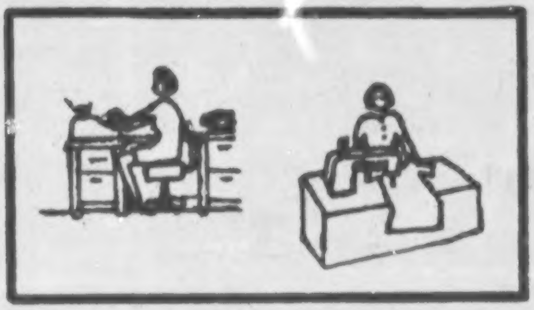
1.



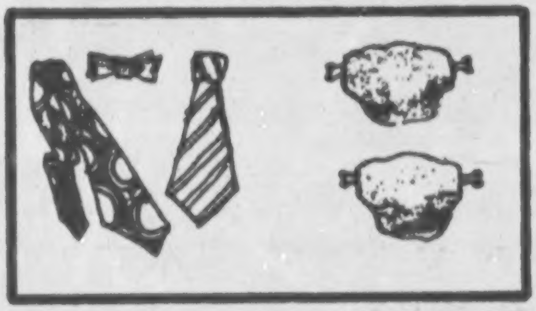
2.



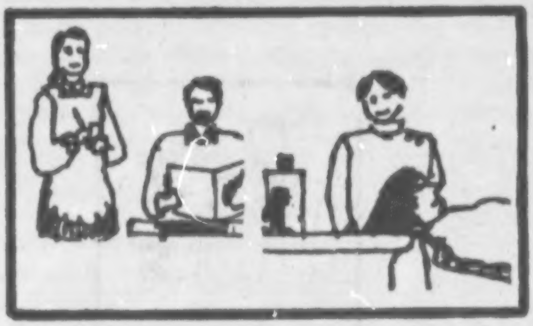
3.



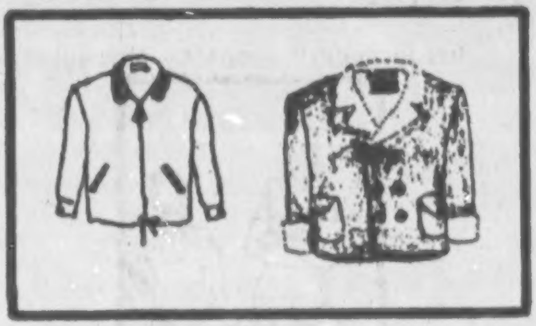
4.



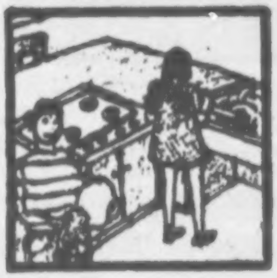
5.



6.



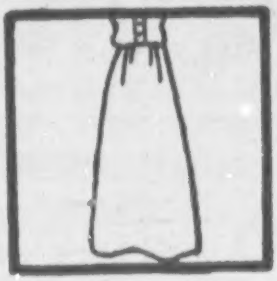
7.



Yes, they are.

Yes, they do.

8.



No, she doesn't.

No, she isn't.

III. READING

BEST COPY AVAILABLE

Directions; Circle the correct answer.

1. ____________ he doing?

   Does

   What's

   What are

2. Ted is ______________.

   stands

   stand

   standing

3. _________ they studying?

   Do

   Are

   What

4. The ______________ is giving a shampoo.

   seamstress

   secretary

   hairdresser

5. Is she talking? Yes, she _______.

   does

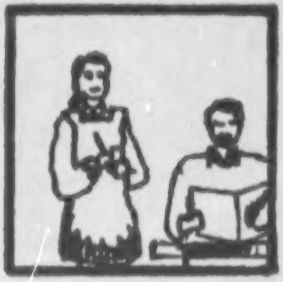
   is

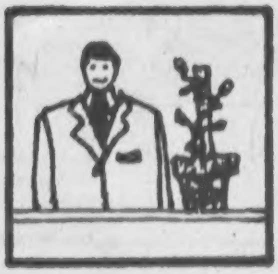
   do

- -

IV. WRITING

Directions: Complete the question or answer.





1. a. Is the waitress typing a letter?

   No, ____________________________

   b. What's she doing?

   She's __________________________

2. a. ______________________ a florist?

   Yes, he is.

   b. ________________________________

   He's selling flowers.

(17) E2

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LESSON SEVENTEEN

第十七課

SECTION I: SHE'S CLEANING

第一節：她正在打掃

OBJECTIVE

In this section you will learn to discuss some actions that are going on at the moment.

學習目標

在這一節，你們要學習一些正在進行中的活動。

A READING LESSON

It's Saturday Morning.

Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

閱讀

星期六早上，Kim 太々在臥室裡。她正在打掃。Joe 和 Lucy 都在廚房。Lucy 正在洗盤子，Joe 在幫她。Kim 先生不在家。今天他工作。

SECTION II: I'M LOOKING FOR A SUMMER DRESS

第二節：我在找一件夏天穿的衣服

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

學習目標

在這一節，你們要：

一、練習發音。

二、學習談論各種行業的人正在做的事情。

THE DIALOGUE

對話

Ann is shopping at the department store. A saleslady is helping her.

Ann: I'm looking for a summer dress.
Saleslady: That's a pretty dress.
Ann: How much is it?
Saleslady: It's only 15 dollars. We're having a sale today.

Ann正在一間百貨公司買東西。一位女售貨員正在幫她。

我在找一件夏天穿的衣服。
那是一件很好看的衣服。
多少錢?
只賣十五塊錢。我們今天大減價。

NOTES

應注意事項

1. The English present progressive tense is used to express present moment activity. It is formed by using the present forms of "be" before the verb and adding the suffix "-ing" to the verb. Examples:

一、英文的現在進行式是用來表示現在正在進行的活動。其構成方法是在動詞前面加一個"verb to be"又在動詞後面加上字尾-ing。例如：

stand	站
I am standing.	我正在站着。
read	看書
He is reading.	他正在看書。

2. In English, the term "jacket" can refer to a part of a suit or to the casual, zip-type garment.

二、英文的"jacket"(茄克)可指西裝的上衣，或是一般較普通運動型的上衣(通常有拉鍊)

LESSON SEVENTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of items of clothing, occupations, activities going on at the moment and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask question. (What's she doing?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (She's giving a shampoo.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "yes-no" question. (Is he listening?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, he is/ No, he isn't.)	1 2 3 4 5	1 2 3 4 5
5. Have students ask question. (What are you looking for?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer question #5. (I'm looking for a coat.)	1 2 3 4 5	1 2 3 4 5

- - - - - - - - - - - - - - - - - - - -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I'm cleaning.
2. He's writing.
3. She's a seamstress.
4. They're ties.
5. She's taking an order.
6. She's looking for a winter coat.
7. Are they washing the dishes?
8. Is she looking for a summer dress?

- - - - - - - - - - - - - - - - - - - -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE
AP-211853

LESSON EIGHTEEN - LESSON GUIDE
SECTION I: He's Parking the Car Now
SECTION II: He's Learning to Swim

LESSON EIGHTEEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify some driving activities.
2. Identify some activities as swimming, diving, and drawing.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson activities.
2. Discuss some driving activities.
3. Discuss activities that one is learning to perform.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	Is she taking driving lessons?	
	What are you/is he learning to do?	I'm/He's learning to drive.
Review:	What are you/is he doing?	I'm/He's drawing.
		Yes, he is/No, he isn't.

INSTRUCTIONAL AIDS

Drill pictures:

P152 - Reading (He's parking the car now)
P153 - Pronunciation: Put it into the hole
P154 - Pronunciation: Putt it into the hole
P155 - Facial diagram: / U / and /ə/
P156 - Reading (He's learning to dive)

Transparencies:

T67 - I'm steering, shifting, slowing down, making a right turn, making a left turn
T68 - Pronunciation: /U/ - /ə/ (put - putt)
T69 - Reading (He's parking the car now) + (He's learning to dive)

Student handouts: Student leaflet
Student evaluation form

Lesson guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. In Asian countries, owning a car is still considered a luxury. Japan is probably the only exception. Since few Asians know how to drive when they come to the United States, the driving activities introduced in this lesson will be new and unfamiliar to them.

2. There are certain verbs in English which are followed by infinitives (learn, want, hope, etc.). This structure is difficult for the Chinese, Japanese, and Koreans, who have the tendency to drop the "to" in the infinitive.

English	I	am	learning		to	drive.		
Chinese	I		learn			drive.		
Japanese	(I + subject particle)					drive+object particle	learn+progressive particle	is
Korean	(I + subject particle)					drive+object particle	learn+progressive particle	is
Tagalog			learning	I	to	drive.		
Spanish	I	am	learning		to	drive.		

SECTION I: HE'S PARKING THE CAR NOW

SECTION I: HE'S PARKING THE CAR NOW

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from previous lessons.

B. Suggested items for review:
   1. "What are you doing now?"
   2. "What's he/she doing now?"
   3. "Are you/is he working now?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

Listening

T acts out driving activities and models
- Cl listens and observes

[NOTE: Simulate the various activities, such as steering, shifting, etc.]

T: (Act out steering.) I'm steering.

Identifying

T acts out and asks "yes-no" questions
- Cl identifies

T: (Act out steering.) Am I steering?

Repeating

T simulates action and models
- Cl, Gr, St > repeat action and words

T: (Act out steering.) I'm steering.

Answering

T simulates action and asks
- Cl, Gr, St > identifies

T: (Act out shifting.) What am I doing?
S: You're shifting.

OBJECTIVES

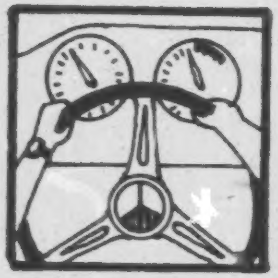
In this section you will learn:

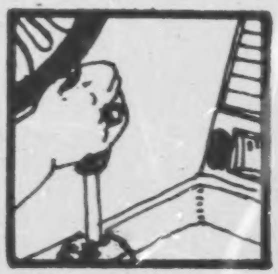
1. The names of some driving activities.
2. To ask each other questions about these activities.

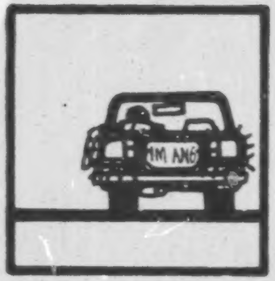
- -

LISTENING COMPREHENSION

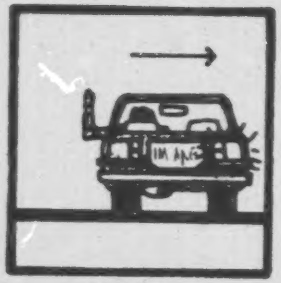
I'm learning to drive.


I'm steering.

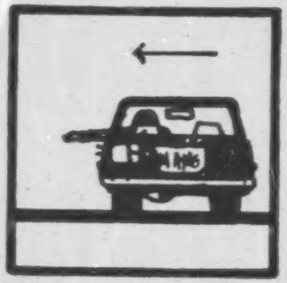

I'm shifting.



I'm slowing down.



I'm making a right turn.



I'm making a left turn.

OPTIONAL ACTIVITIES

1. Call out an action and have volunteers simulate the activity.

   T: Steer.
   S: (Acts out steering.)

2. Have students call out the action for volunteers to simulate.

- - - - - - - - - - - - - - - - - - - -

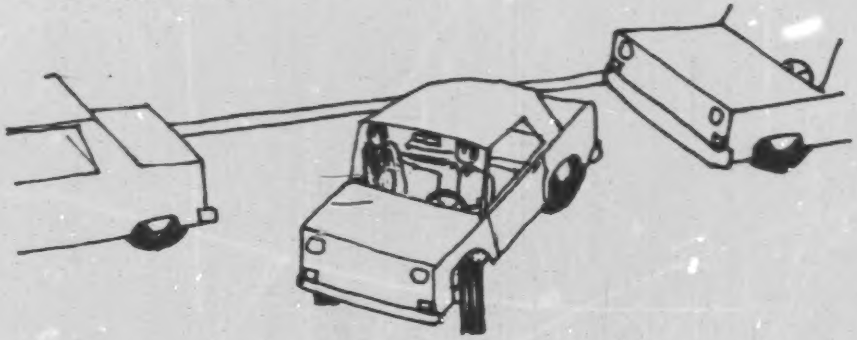
A READING LESSON

A. Show picture P152 (T69) and set the scene for the reading lesson.

B. Follow the usual procedure for presenting a reading lesson.

C. Show the story on the board or overhead, or have the students open their leaflets after the oral practice.

A READING LESSON



Sam Lee has a new car. He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

- - - - - - - - - - - - - - - - - - - -

PRACTICE

"He's steering"

A. Substitution Drills

1. T: He's steering.
   shifting
   parking
   (etc.)

PRACTICE

2. T: He's steering.
I
You
(etc.)

"What's he doing?"

T cues: Gr ↘
St → asks - Gr ↘
St → answers

"Is he parking the car?"

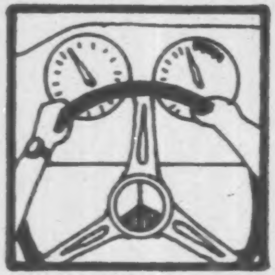
A. Substitution Drill

T: Is he parking the car?
she
you
(etc.)

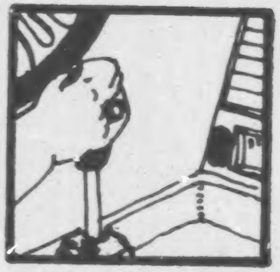
B. Question and Answer Drill

T cues: Gr ↘
St → asks - St answers

"What's he doing?"



1. S-1: What's he doing?
S-2: He's steering.



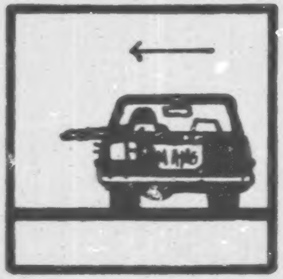
2. S-1: What's he doing?
S-2: He's shifting.

* * *

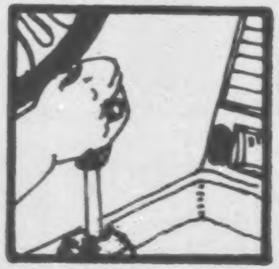
3. S-1: What's he doing?
S-2: He's parking the car.

4. S-1: What's he doing?
S-2: He's slowing down

"Is he parking the car?"



5. S-1: Is he parking the car?
S-2: No, he isn't.



6. S-1: Is he shifting?
S-2: Yes, he is.

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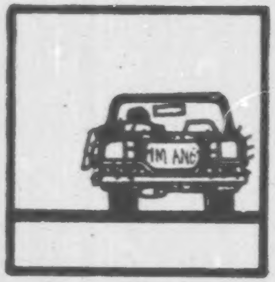
MINI-DIALOGUES

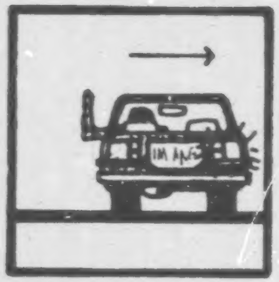
T sets pattern and cues:
St asks - St answers

OPTIONAL ACTIVITY: Have students simulate driving actions and carry on conversations with each other on their actions.

MINI-DIALOGUES



1. S-1: Is he making a right turn?
S-2: No, he isn't.
S-1: What's he doing?
S-2: He's slowing down.



2. S-1: Is he parking the car?
S-2: No, he isn't.
S-1: What's he doing?
S-2: He's making a right turn.

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the driving activities on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on page 3.

D. Read: Sam is learning to drive. His father is helping him.

Mr. Lee: What are you doing?
Sam: I'm slowing down.
Mr. Lee: Are you parking the car?
Sam: Yes, I am.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the dialogue in Reading.

1. Is Sam learning to drive?

____

2. _____ Mr. Lee ____________________

Yes, he is.

3. What's Sam doing?

____________________________ down.

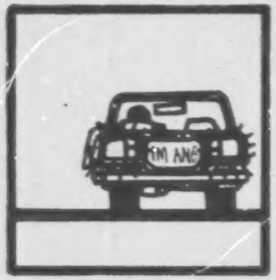
4. _____ Sam ____________ a right turn?

No, he isn't.

5. ______________________________

He's parking the car.

B. Write the questions or answers.

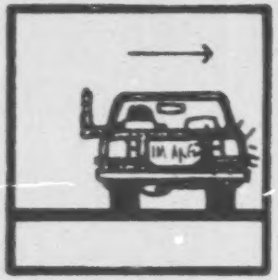


6. Is he shifting?

_______ ____________

What's he doing?

____



7. Is he parking?

____

____

He's making a right turn.

SECTION II: HE'S LEARNING TO SWIM

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

- -

PRONUNCIATION

1. T shows "put-ing" and "putt-ing" actions on P153-154 (T68) and models - Cl listens
2. Have students point to the proper picture as you call out the words.
3. T models - Cl repeats
4. Have students say the proper word as you hold up each picture.
5. Using facial diagram P155 (T68), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.
6. T models exercise - Cl / Gr / St > repeats

SECTION II: HE'S LEARNING TO SWIM

[NOTE: Put away your leaflet until time for Reading.]

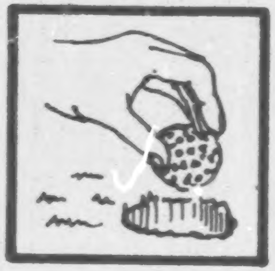
OBJECTIVES

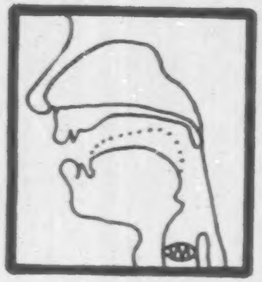
In this section you will:

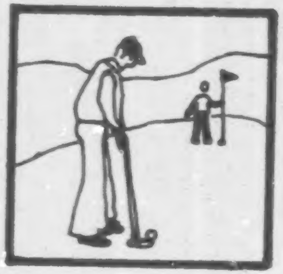
1. Practice pronunciation.
2. Learn to discuss activities that a person is learning to perform.

- -

PRONUNCIATION


/ʊ/ - put


/ʊ/···· /ə/——


/ə/ - putt

put it

Put it into the hole.

a book

He wants a book.

putt it

Putt it into the hole.

a buck

He wants a buck.

Preliminary Activity

A. T acts out activity and models
- Cl watches and listens

T: I'm learning to type.
(Act out typing.) I'm typing.

B. T acts out and asks "yes-no" questions
- Cl answers

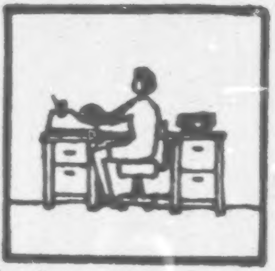
T: (Act out typing.) Am I driving?

Presenting the Reading Lesson

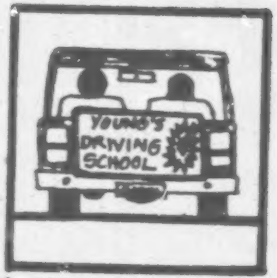
A. Show picture P156 (T69) and present the reading lesson, following the usual procedure.

B. Ask comprehension questions about the story.

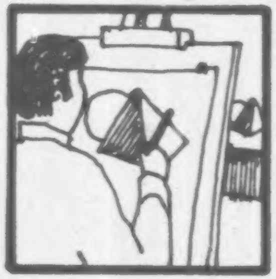
C. Show the story on the board or overhead, or have the students open their leaflets after oral practice.



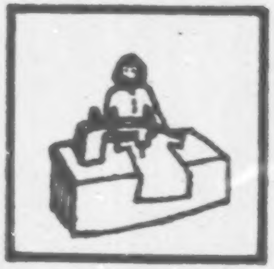
I'm learning to type.
I'm typing.



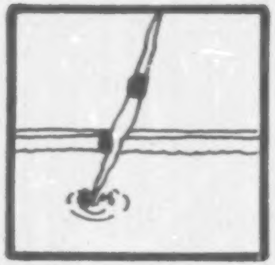
I'm learning to drive.
I'm driving.



I'm learning to draw.
I'm drawing.



I'm learning to sew.
I'm sewing.



Pete Garcia is learning to swim. He is taking swimming lessons. He is at the pool today. He is learning to dive now.

PRACTICE

"He's learning to swim"

A. Substitution Drill

T: He's learning to swim.
dive
draw
(etc.)

B. Answer Drill

T asks - Cl / Gr / St > answers

T: What's he learning to do?
S: He's learning to swim.

"What's he learning to do?"

A. Substitution Drill

T models and cues - Cl / Gr / St > responds

B. Question and Answer Drill

T cues: Gr / St > asks - Gr / St > answers

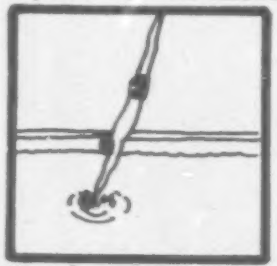
PRACTICE

"What's he learning to do?"

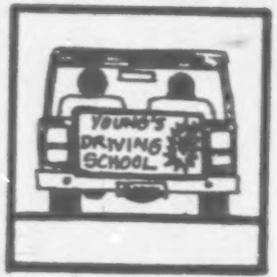
A. Substitution Drill

T: What's he learning to do?	S: What's he learning to do?
she	What's she learning to do?
you	What are you learning to do?
they	What are they learning to do?
Pete	What's Pete learning to do?

B. Question and Answer Drill



1. S-1: What's he learning to do?
S-2: He's learning to dive.



2. S-1: What's he learning to do?
S-2: He's learning to drive.

OPTIONAL ACTIVITIES: Have students ask each other what they are learning to do. Elicit actual activities from students or suggest others: e.g., "play the piano/guitar/golf," "speak English," "dance," etc.

"Is he diving?"

A. Substitution Drill

T: Is he diving?
driving?
drawing?
(etc.)

B. Question and Answer Drill

T cues: St asks - St answers

MINI-DIALOGUES

T sets pattern and cues:
St asks - St answers

OPTIONAL ACTIVITIES (for further drill):

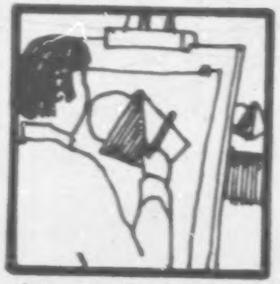
1. S-1: Is he diving?
S-2: No, he isn't.
S-1: What's he doing?
S-2: He's swimming.

2. S-1: Is he taking driving lessons?
S-2: Yes, he is.
S-1: What's he learning to do?
S-2: He's learning to park.

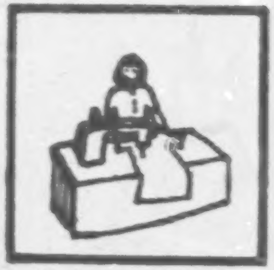
3. S-1: What's she learning to do?
S-2: She's learning to type.

4. S-1: What's she learning to do?
S-2: She's learning to sew.

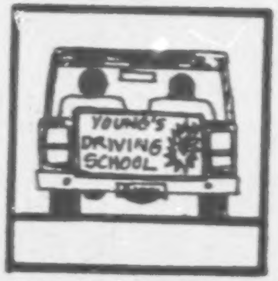
"Is he diving?"



5. S-1: Is he diving?
S-2: No, he isn't.



6. S-1: Is she sewing?
S-2: Yes, she is.



7. S-1: Is he typing?
S-2: No, he isn't.

MINI-DIALOGUES

1. S-1: What's she learning to do?
S-2: She's learning to type.
S-1: What's she doing now?
S-2: She's typing.

2. S-1: What's he learning to do?
S-2: He's learning to draw.
S-1: What's he doing now?
S-2: He's drawing.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

[NOTE: Point out the use of the verb "making" in "I'm making a skirt."]

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on page 6.

C. Read the Mini-dialogues on page 6.

D. Read:

Sue is taking sewing lessons at school.

Sam: What are you learning to do at school?
Sue: I'm learning to sew.
Sam: What are you making now?
Sue: I'm making a skirt.

- -

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write questions and answers about the Reading.

1. Is Sue taking drawing lessons at school?
   ____
2. What's she learning to do?
   ____
3. Is she making a dress?
   ____
4. ____________________ a shirt?
   ____
5. ______________________________
   She's making a skirt.

Los Angeles Unified School District
Asian Project - ABE
AP-201853

LESSON EIGHTEEN - STUDENT LEAFLET
SECTION I: He's Parking the Car Now
SECTION II: He's Learning to Swim

LESSON EIGHTEEN

SECTION I: HE'S PARKING THE CAR NOW

OBJECTIVES

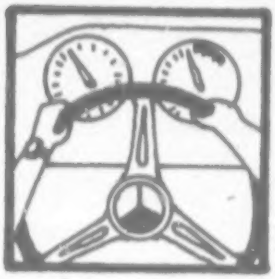
In this section you will learn:

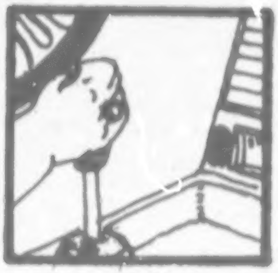
1. The names of some driving activities.
2. To ask each other questions about these activities.

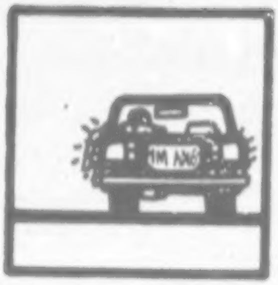
- -

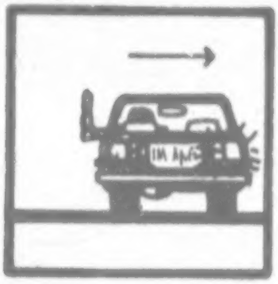
LISTENING COMPREHENSION

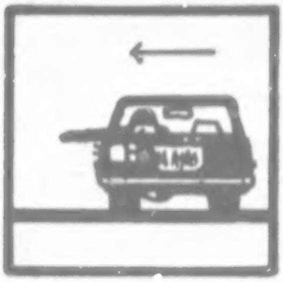
I'm learning to drive.


I'm steering.


I'm shifting.

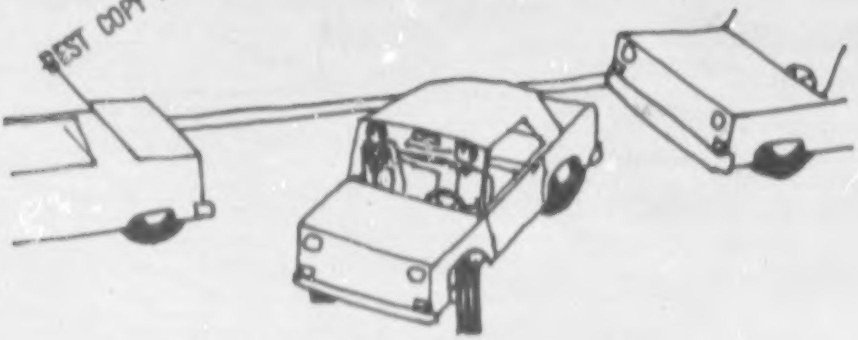

I'm slowing down.


I'm making a right turn.


I'm making a left turn.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

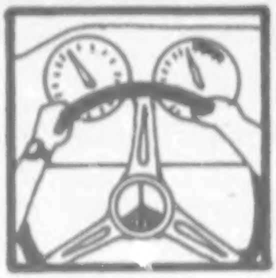
A READING LESSON

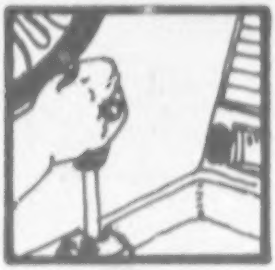


Sam Lee has a new car. He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

PRACTICE

"What's he doing?"





1. S-1: What's he doing?
   S-2: He's steering.

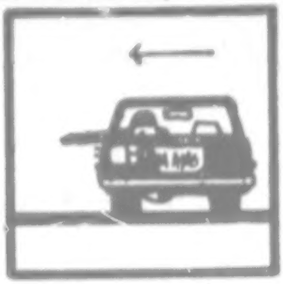
2. S-1: What's he doing?
   S-2: He's shifting.

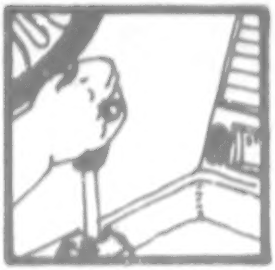
*　*　*

3. S-1: What's he doing?
   S-2: He's parking the car.

4. S-1: What's he doing?
   S-2: He's slowing down.

"Is he parking the car?"

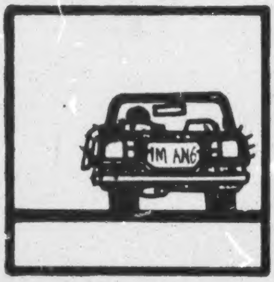


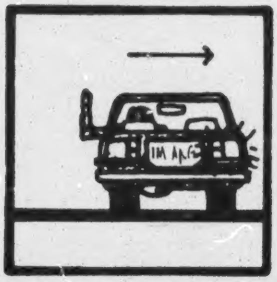


5. S-1: Is he parking the car?
   S-2: No, he isn't.

6. S-1: Is he shifting?
   S-2: Yes, he is.

MINI-DIALOGUES





1. S-1: Is he making a right turn?
   S-2: No, he isn't.
   S-1: What's he doing?
   S-2: He's slowing down.

2. S-1: Is he parking the car?
   S-2: No, he isn't.
   S-1: What's he doing?
   S-2: He's making a right turn.

- -

READING

A. Read the driving activities on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on this page.

D. Read:

Sam is learning to drive. His father is helping him.

Mr. Lee: What are you doing?
Sam: I'm slowing down.
Mr. Lee: Are you parking the car?
Sam: Yes, I am.

- -

WRITING

A. Write the questions or answers about the dialogue in Reading.

1. Is Sam learning to drive?

   ____

2. ________________ Mr. Lee ____________________________

   Yes, he is.

3. What's Sam doing?

   ____________________________________ down.

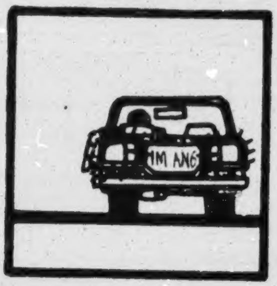
4. ____________ Sam ________________ a right turn?

No, he isn't.

5. ____

He's parking the car.

B. Write the questions or answers.

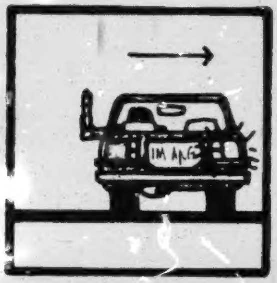


6. Is he shifting?

____

What's he doing?

____



7. Is he parking?

____

____

He's making a right turn.

- -

SECTION II: HE'S LEARNING TO SWIM

[NOTE: Put away your leaflet until time for Reading.]

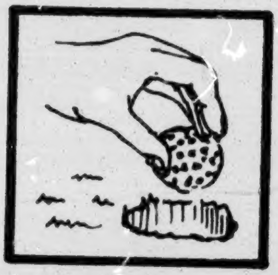
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss activities that a person is learning to perform.

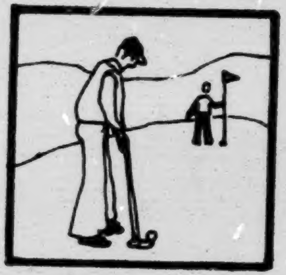
- -

PRONUNCIATION



/ʊ/ - put

/ʊ/... /ə/ ___



/ə/ - putt

put it

Put it into the hole.

a book

He wants a book.

putt it

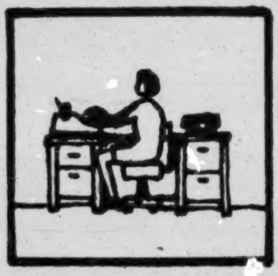
Putt it into the hole.

a buck

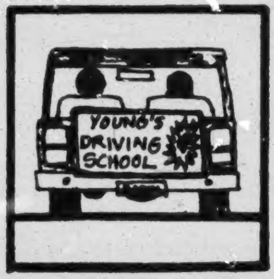
He wants a buck.

- -

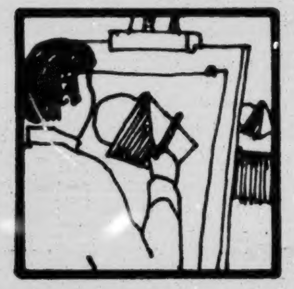
A READING LESSON



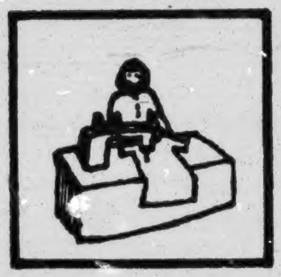
I'm learning to type.
I'm typing.



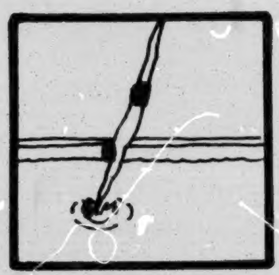
I'm learning to drive.
I'm driving.



I'm learning to draw.
I'm drawing.



I'm learning to sew.
I'm sewing.



Pete Garcia is learning to swim. He is taking swimming lessons. He is at the pool today. He is learning to dive now.

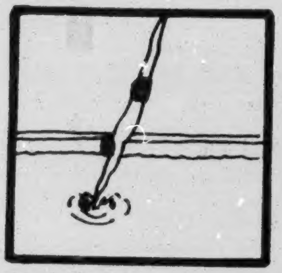
PRACTICE

"What's he learning to do?"

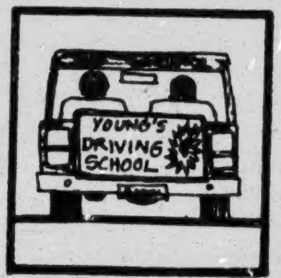
A. Substitution Drill

T: What's he learning to do?	S: What's he learning to do?
she	What's she learning to do?
you	What are you learning to do?
they	What are they learning to do?
Pete	What's Pete learning to do?

B. Question and Answer Drill



1. S-1: What's he learning to do?
   S-2: He's learning to dive.



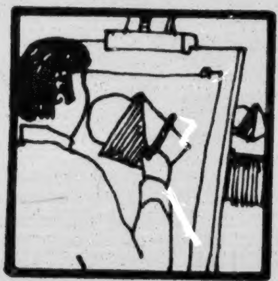
2. S-1: What's he learning to do?
   S-2: He's learning to drive.

* * *

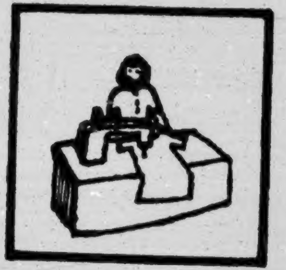
3. S-1: What's she learning to do?
   S-2: She's learning to type.

4. S-1: What's she learning to do?
   S-2: She's learning to sew.

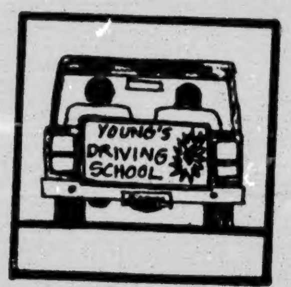
"Is he diving?"



5. S-1: Is he diving?
   S-2: No, he isn't.



6. S-1: Is she sewing?
   S-2: Yes, she is.



7. S-1: Is he typing?
   S-2: No, he isn't.

MINI-DIALOGUES

1. S-1: What's she learning to do?
   S-2: She's learning to type.
   S-1: What's she doing now?
   S-2: She's typing.

2. S-1: What's he learning to do?
   S-2: He's learning to draw.
   S-1: What's he doing now?
   S-2: He's drawing.

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on page 6.

C. Read the Mini-dialogues on page 6.

D. Read:

Sue is taking sewing lessons at school.

Sam: What are you learning to do at school?
Sue: I'm learning to sew.
Sam: What are you making now?
Sue: I'm making a skirt.

- -

WRITING

Write the questions and answers about the Reading.

1. Is Sue taking drawing lessons at school?

____

2. What's she learning to do?

____

3. Is she making a dress?

____

4. ___________________________________ a shirt?

____

5. ____

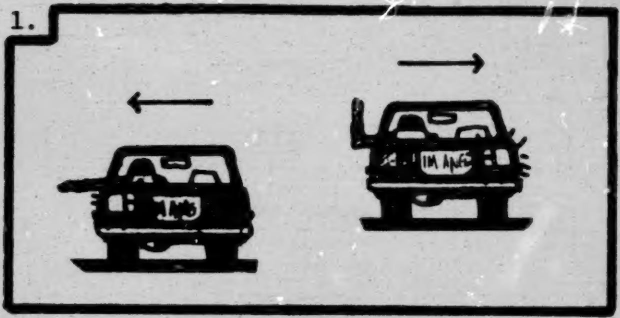
She's making a skirt.

LESSON EIGHTEEN: STUDENT EVALUATION FORM

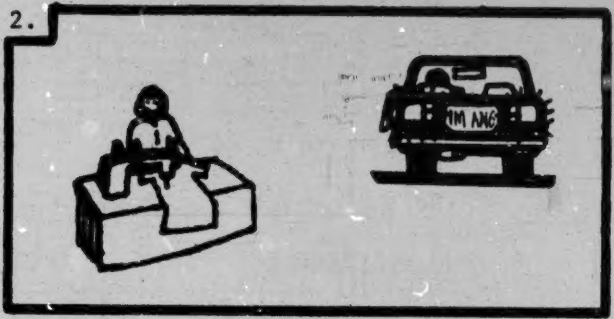
I. Oral Exercise

II. LISTENING COMPREHENSION

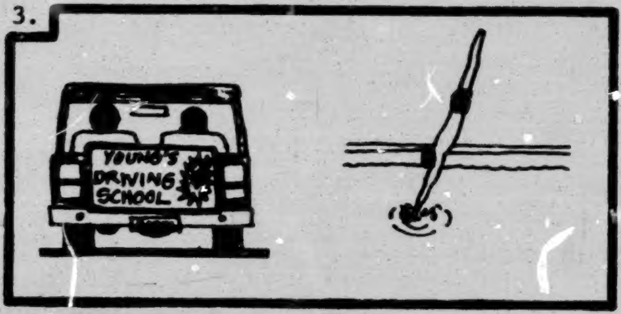
1.


IM ANG
IM ANG

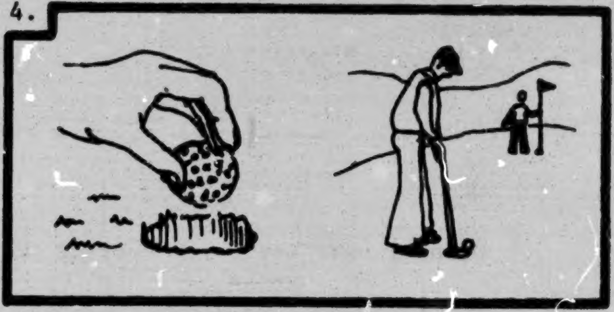
2.



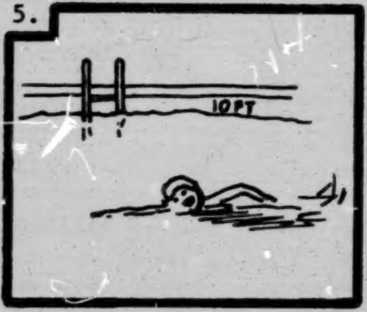
3.


YOUNG'S DRIVING SCHOOL

4.



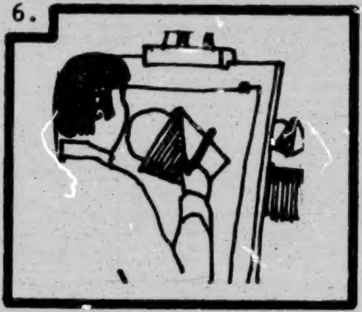
5.



No, she isn't.

No, she doesn't.

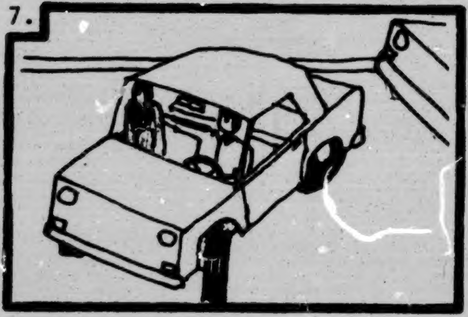
6.



Yes, I do.

Yes, I am.

7.



Yes, he does.

Yes, he is.

III. READING

Directions: Circle the correct answers.

1. What's she ______________ to do?

learn
learning
learns

2. Are you learning ______________?

sew
sews
to sew

3. He's learning to swim.

He's ____________ now.

diving
driving
steering

4. She's a secretary.

She's ____________ now.

type
types
typing

- -

IV. WRITING

Directions: Write the correct words in the blanks.

Sam Lee is taking driving ______________________. He's ___________________ to drive. His father is ________________ him. Sam is ______________________ now. He's learning ______________________ the car now.

Words to Copy

learn
lessons
learning
helping
to dive
to park
slowing down

(18) E2

LESSON EIGHTEEN

第十八課

SECTION I: HE'S PARKING THE CAR NOW

第一節：他現在正在停車

OBJECTIVES

學習目標

In this section you will learn:

1. The names of some driving activities.
2. To ask each other questions about these activities.

在這一節，你們要學習：

一、一些駕駛活動的名稱。

二、有關這類活動的問答。

A READING LESSON

閱讀課文

Sam Lee has a new car.

He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

Sam Lee 有一部新車。

他今天在駕駛學校。他正在學習駕駛。他現在正在停車。他的老師正在幫他。

SECTION II: HE'S LEARNING TO SWIM

第二節：他在學習游泳

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn to discuss activities that a person is learning to perform.

在這一節，你要：

一、練習發音

二、學習談論正在學習的活動。

A READING LESSON 閱讀課文

I'm learning to type.	我正在學習打字。
I'm typing.	我在打字。
I'm learning to drive.	我正在學習駕駛。
I'm driving.	我正在駕駛。
I'm learning to draw.	我正在學習畫圖。
I'm drawing.	我在畫圖。
I'm learning to sew.	我在學習縫衣服。
I'm sewing.	我在縫衣服。

Pete Garcia is learning to swim. He is taking swimming lessons. He is at the pool today. He is learning to dive now.

Pete Garcia 在學游泳。他上游泳課。他今天在游泳池。他正在學習跳水。

- -

NOTES 應注意事項

Learn the following expressions in this lesson:

學習下列的詞語：

steering	把輪盤（控制駕駛方向盤）
shifting	換排檔
make a left turn	左轉
make a right turn	右轉
slowing down	慢下來

LESSON EIGHTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of activities going on at the moment and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "what" questions. (What's he doing?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (He's parking the car.)	1 2 3 4 5	1 2 3 4 5
3. What's he learning to do? (He's learning to swim.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask "yes-no" questions. (Is she typing/learning to sew?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (Yes, she is/No, she isn't.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. She's making a left turn.
2. She's slowing down.
3. I'm learning to dive.
4. I want to putt it into the hole.
5. Is she learning to drive?
6. Are you learning to draw?
7. Is he parking the car?

II. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE
AP-211953

LESSON NINETEEN - LESSON GUIDE
SECTION I: How Much Is an Air Mail Stamp?
SECTION II: It's Wednesday, February 10th

LESSON NINETEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify:

1. Common stamps for regular and air mail to domestic and foreign destinations.
2. Ordinal numbers.
3. The names of the days of the week.

Listening and Speaking: Student will be able to:

1. Obtain information about and/or purchase postage stamps for regular and air mail to domestic and foreign destinations.
2. Use the names of the days of the week and the days of the month in conversations.
3. Talk about birthdays.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	How much is an air mail stamp for the U.S./Japan?	I need an 11-cent stamp.
	What's the date today?	It's Monday, February 1st.
	When is your birthday?	
Review:		It's 25 cents.
		Air letters are 15 cents each.
Fixed expressions:	Give me 5 air letters, please.	
	How old are you?	I'm 80 years old.
	Happy birthday!	

INSTRUCTIONAL AIDS

Drill pictures:

P157 - an 8-cent stamp
P158 - an 11-cent air mail stamp
P159 - a 17-cent air mail stamp
P160 - a 21-cent air mail stamp
P161 - an air letter (aerogram)
P162 - a post card
P163 - Pronunciation: a puppy
P164 - Pronunciation: a poppy
P165 - Facial diagram: /ə/ and /a/
P166 - a calendar
Also: P73 - Dialogue (How much is an air mail stamp?) (at the post office)

Transparencies:

T 70 - stamps (8-cent, 11-cent, 17-cent, 21-cent), air letter, post card
T 71 - Dialogue (How much is an air mail stamp?)
T 72 - Pronunciation: /ə/ - /a/ (a puppy - a poppy)
T 73 - February calendar + Dialogue (When is your birthday?)

Student handouts: Student leaflet
Student evaluation form

Lesson guides: Evaluation form

- -

CULTURAL AND STRUCTURAL NOTES

1. In both China and the Philippines, it is possible to buy stamps, post cards, and air letters in neighborhood grocery stores. People do not have to go to the post office unless they want to mail a registered letter or a package.
2. The Chinese, Japanese, and Koreans usually express the date in the following order:
   year - month - date - day (of the week)
   They may therefore tend to say, *"February 15 Monday" instead of "Monday, February 15."

- -

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

[NOTE: Do not distribute student leaflet until time for Reading.]

REVIEW

A. Cue with pictures from previous lessons.

B. Suggested items for review:

1. "What is she?" "She's a seamstress."
2. "What's she doing?" "She's sewing a dress."

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

[CAUTION: As postal rates fluctuate periodically, revise and update the prices when necessary.]

Listening

T shows P157-162 (T70) and identifies

- Cl listens

Listening and Identifying

T cues and asks "yes-no" questions

Cl
- Gr > answers
St

Repeating

T cues and models - Cl
Gr > repeats answer
St

T: What's this?
S: It's an 8-cent stamp for the U.S.

Identifying

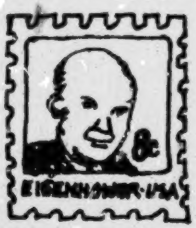
T cues and asks - Cl
Gr > answers
St

T: What's this?
S: It's an 8-cent stamp for the U.S.

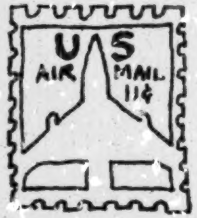
OBJECTIVE

In this section you will learn to ask and answer questions about stamps and post cards for the U.S. and other countries.

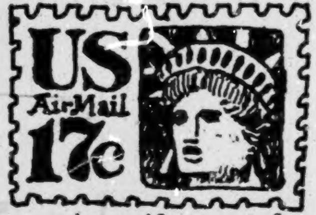
LISTENING COMPREHENSION



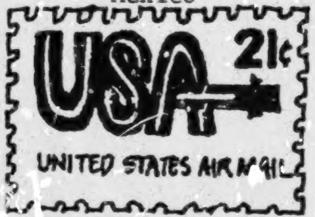
an 8-cent stamp for:
the U.S.
Canada
Mexico



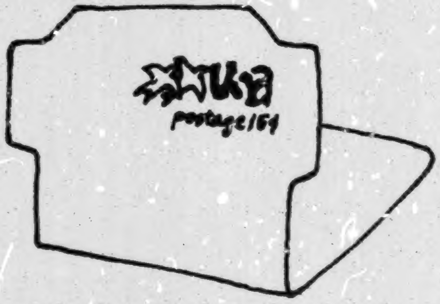
an air mail stamp for:
the U.S.
Canada
Mexico



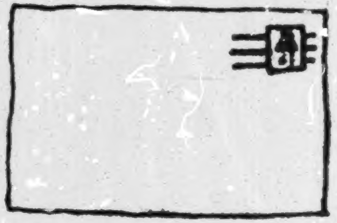
an air mail stamp for:
Central America
South America



an air mail stamp for
overseas countries



an air letter for all the
countries of the world



a post card for the U.S.

THE DIALOGUE

Preliminary Activity

A. T models - Cl listens

T: An air mail stamp for the U.S. is 11 cents.

B. T models - Cl repeats

C. T asks - Cl / Gr / St > answers

T: How much is an air mail stamp for Canada?
S: (It's) 11 cents.

Presenting the Dialogue

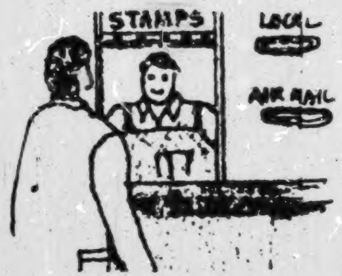
A. Show Mr. Kono at the post office (P73 or T71).

B. Present the dialogue following the usual procedure.

C. Ask comprehension questions about the dialogue.

D. Show the dialogue on the board or overhead for reading practice.

THE DIALOGUE



Mr. Kono: How much is an air mail stamp?
Clerk: For the United States or for an overseas country?
Mr. Kono: For Japan.
Clerk: An air mail stamp is 21 cents. Air letters are 15 cents each.
Mr. Kono: Give me 5 air letters, please.

- -

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T models and cues - Cl / Gr / St > responds

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T: How much is an air mail stamp for Japan?
S: How much is an air mail stamp for Japan?
T: For Mexico?
S: How much is an air mail stamp for Mexico?
T: For Hong Kong?
S: How much is an air mail stamp for Hong Kong?

B. Question and Answer Drill

T cues: Gr ↘ St → asks - Gr ↘ St → answers

OPTIONAL ACTIVITIES:

1. Distribute pictures among students and have them ask each other the prices of the various items.

   St asks - St answers

   S-1: How much is an air letter?
   S-2: It's 15 cents.

2. T cues with stamps and names of countries:

   St asks - St answers

   S-1: Is this an air letter?
   S-2: Yes, it is/No, it isn't.

MINI-DIALOGUES

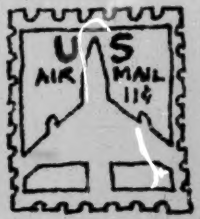
A. T cues: St asks - St answers.

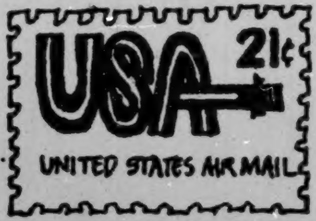
B. Have students take roles of post office clerk and customer and carry on conversations with each other.

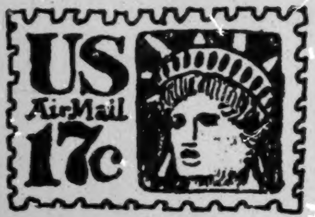
T: For the Philippines?
S: How much is an air mail stamp for the Philippines?

T: For the U.S.?
S: How much is an air mail stamp for the U.S.?

B. Question and Answer Drill







1. S-1: How much is an air mail stamp for Mexico?
   S-2: It's 11 cents.

*

2. S-1: How much is an air mail stamp for China?
   S-2: It's 21 cents.

*

3. S-1: How much is an air mail stamp for Brazil?
   S-2: It's 17 cents.

*

4. S-1: How much is an air mail stamp for the Philippines?
   S-2: It's 21 cents.

5. S-1: How much is an air mail stamp for the U.S.?
   S-2: It's 11 cents.

MINI-DIALOGUES

1. S-1: How much is an air mail stamp for Korea?
   S-2: It's 21 cents.
   S-1: Give me 2 stamps, please.
   S-2: That's 42 cents.

2. S-1: How much is an air letter?
   S-2: It's 15 cents.
   S-1: Give me 3, please.
   S-2: That's 45 cents.

READING

[NOTE: Distribute student leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

A. Read the information about stamps on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read the sentences and choose the correct answers for the blanks.

1. How much is an air letter? It's _________ cents.
   11
   15
   17

2. I need some air mail stamps for Brazil. Give me 6 ________ stamps, please.
   11-cent
   17-cent
   21-cent

3. How much is ____________________ for Korea?
   a post card
   an air letter
   an airmail stamp

   It's 21 cents.

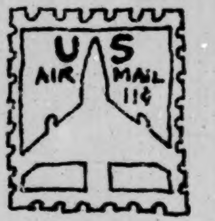
- -

WRITING

Have students follow the directions as noted in the student leaflet.

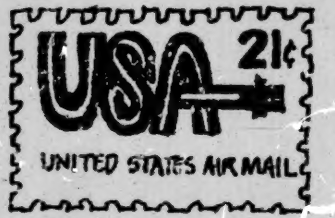
WRITING

Write the questions or answers.



1. How much is an air mail stamp for Mexico?

____



2. How much is an air mail stamp for Japan?

____

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

[NOTE: Have students put away their leaflets until time for Reading.]

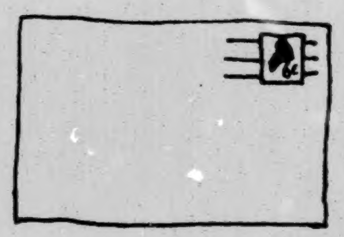
PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

- -

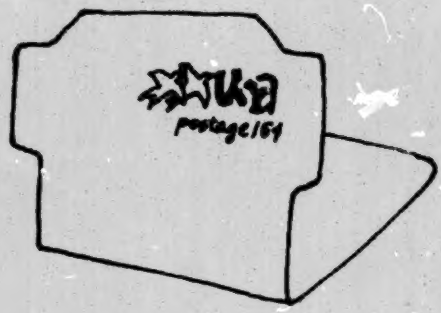
PRONUNCIATION

1. T shows pictures P163-164 (T72) and models names - Cl listens
2. Have students point to the proper picture as you say the names.
3. T models - Cl repeats
4. Have students call out the names as you hold up the pictures.



3. ______________

It's 6 cents.



4. ______________

It's 15 cents.

- -

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

[NOTE: Put away your leaflet until time for Reading.]

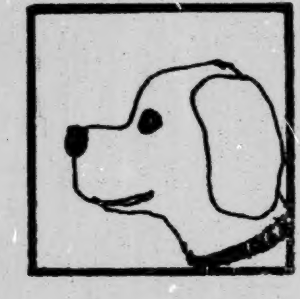
OBJECTIVES

In this section you will:

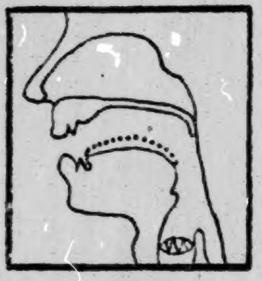
1. Practice pronunciation.
2. Learn to use the names of the days of the week and the days of the month.
3. Learn to talk about birthdays.

- -

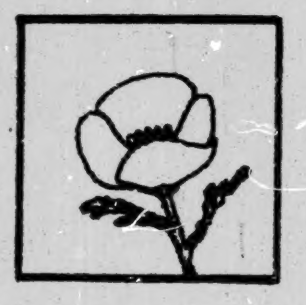
PRONUNCIATION



/ə/ puppy



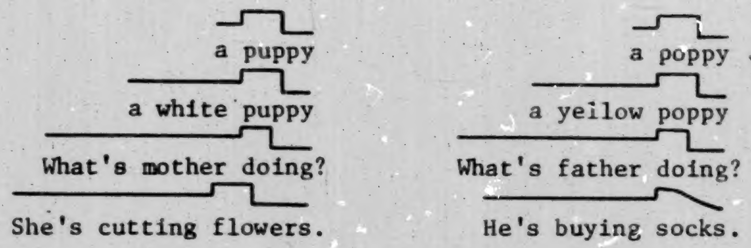
/ə/ ··· /a/ ——



/a/ poppy

5. Using the facial diagram P165 (T72) and yourself as model, contrast the position of the tongue and the shape of the mouth opening in producing these sounds.

6. T models exercise - Cl, Gr, St > repeats



a puppy
a white puppy
What's mother doing?
She's cutting flowers.

a poppy
a yellow poppy
What's father doing?
He's buying socks.

- -

LISTENING COMPREHENSION

Listening

T shows P166 (T73) and identifies

- Cl listens

T: It's February 1st.
etc.

Listening and Repeating

T cues and models - Cl, Gr, St > repeats

T: (Point to date on calendar)
It's February 1st.

S: It's February 1st.

Identifying

T cues and asks - Cl, Gr, St > answers

T: (Point to a date on calendar.)
What's the date?

LISTENING COMPREHENSION

FEBRUARY						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1st (first)
2nd (second)
3rd (third)
4th (fourth)
5th (fifth)
6th (sixth)
7th (seventh)
8th (eighth)
9th (ninth)
10th (tenth)

11th
12th
13th
14th
15th
16th
17th
18th
19th

20th
21st
22nd
23rd
24th
25th
26th
27th
28th

Repeating

T models question - Cl repeats

Question and Answer Drill

T points to dates:

Gr
St > asks - Gr
St > answers

1. S-1: What's the date?
   S-2: It's February 1st.

2. S-1: What's the date?
   S-2: It's Feb. 3rd.

3. S-1: What's the date?
   S-2: It's February 2nd.

4. S-1: What's the date?
   S-2: It's Feb. 28th.

- -

THE DIALOGUE

Preliminary Activity

(Cue with calendar picture.)

1. T points to the names of the days of the week on calendar and identifies

   - Cl listens

   T: The days of the week are: Sunday, Monday, Tuesday, etc.

2. T cues and models - Cl
   Gr
   St > repeats

   T: What day is February 1st?
   It's Monday.

   S: It's Monday.

THE DIALOGUE

Preliminary Activity

February 1st is Monday.

2nd is Tuesday.

3rd is Wednesday.

4th is Thursday.

5th is Friday.

6th is Saturday.

7th is Sunday.

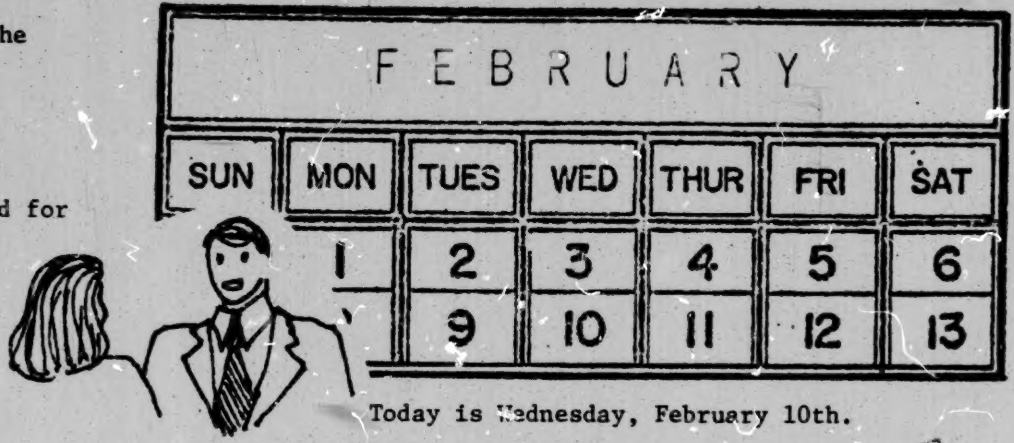
Presenting the Dialogue

A. Show the calendar and set the scene for the conversation.

B. Present the dialogue, following usual procedure.

C. Show the dialogue on the board or overhead for reading lesson.

[NOTE: Inform the class of Washington's birthday on February 22nd.]



Today is Wednesday, February 10th.

It's Maria's birthday.

Dan Jones: Happy birthday, Maria.

Maria Garcia: Thank you. When is your birthday?

Dan: It's on Friday. It's February 12th.

Maria: Is that Lincoln's birthday?

Dan: Yes, it is.

PRACTICE

PRACTICE

A. Substitution Drill

T: It's Monday, February 22nd. S: It's Monday, February 22nd.
Monday, February 15th. It's Monday, February 15th.
Wednesday, February 3rd.
Sunday, February 7th.
Saturday, February 13th.
Tuesday, February 2nd.
Thursday, February 11th.
Friday, February 26th.

OPTIONAL ACTIVITY

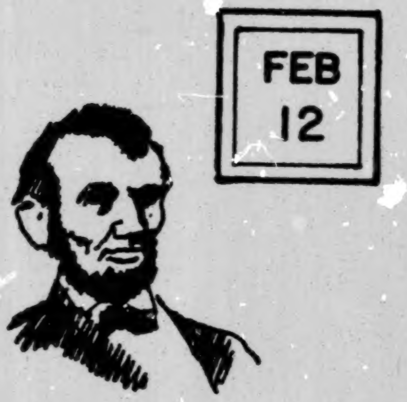
T: When's your birthday?
his
your mother's
(etc.)

B. Question and Answer Drill

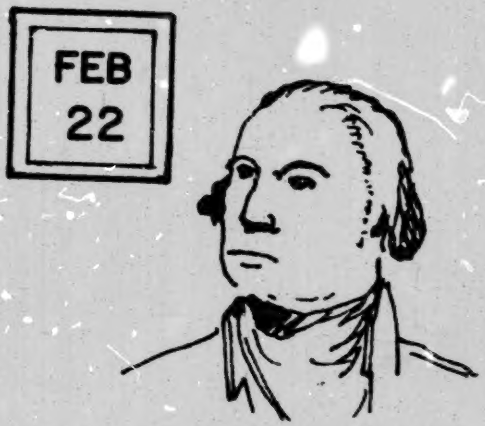
T cues: Gr/St > asks - Gr/St > answers

T: Lincoln - February 12
Washington - February 22

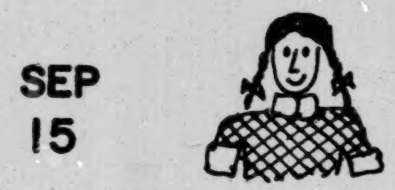
OPTIONAL ACTIVITY: Have students ask each other their birthdays and the birthdays of their family members.



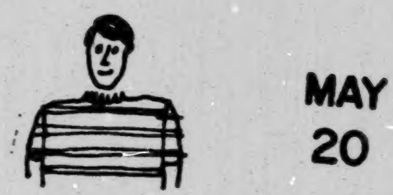
1. S-1: When is Lincoln's birthday?
S-2: It's February 12th.



2. S-1: When is Washington's birthday?
S-2: It's February 22nd.



3. S-1: When is her birthday?
S-2: It's September 15th.



4. S-1: When is your birthday?
S-2: It's May 20th.

MINI-DIALOGUES

A. Review days of the week.

B. T sets pattern for dialogue and cues if necessary.

MINI-DIALOGUES

FEBRUARY						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13

1. S-1: What's the date?
S-2: It's the 2nd.
S-1: What day is it?
S-2: It's Tuesday.

2. S-1: What's the date?
S-2: It's the 6th.
S-1: What day is it?
S-2: It's Saturday.

READING

[NOTE: Distribute the student leaflets at this time.]

A., B., and C. Have students follow the directions as noted in the student leaflet.

READING

A. Read the dates on page 5.

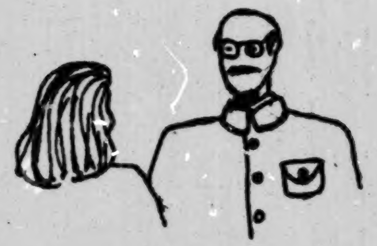
B. Read the Practice exercises on 6.

C. Read the Mini-dialogues on 7.

D. 1. Have the students read the dialogue silently.

2. Have individual students take roles reading.

D. Read:



Rosa Garcia: Hello, Mr. Wong. How are you?

Mr. Wong: Fine, thank you. It's my birthday today.

Rosa: How old are you?

Mr. Wong: I'm 80 years old.

Rosa: Happy birthday.

WRITING

Have students do the writing exercises as noted in the student leaflet.

WRITING

A. Write the answers to the questions about the Reading.

1. What's today?

____

2. Is it Mr. Wong's birthday?

____

3. How old is Mr. Wong?

____

B. Copy the words for the following numbers from the list.

1st ____________ 6th ____________

2nd ____________ 7th ____________

3rd ____________ 8th ____________

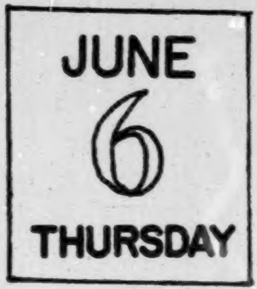
4th ____________ 9th ____________

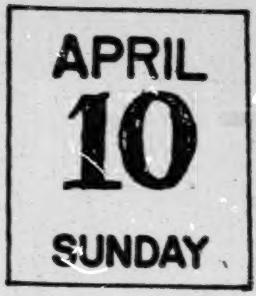
5th ____________ 10th ____________

fifth
seventh
tenth
first
fourth

ninth
second
third
sixth
eighth

C. Write the answers to the following:


JUNE
6
THURSDAY


APRIL
10
SUNDAY

1. What's the date? ____________

2. What day is it? ____________

Los Angeles Unified School District
Asian Project - ABE
AP-201953

LESSON NINETEEN - STUDENT LEAFLET
SECTION I: How Much Is an Air Mail Stamp?
SECTION II: It's Wednesday, February 10th

LESSON NINETEEN

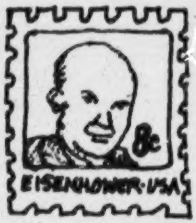
SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

OBJECTIVE

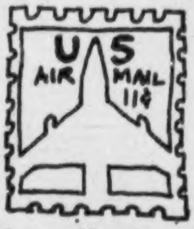
In this section you will learn to ask and answer questions about stamps and post cards for the U.S. and other countries.

- -

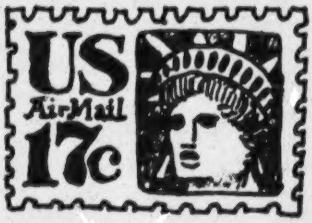
LISTENING COMPREHENSION


8¢
EISENHOWER·USA

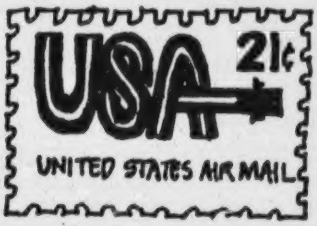
an 8-cent stamp for:
the U.S.
Canada
Mexico


U S
AIR MAIL
11¢

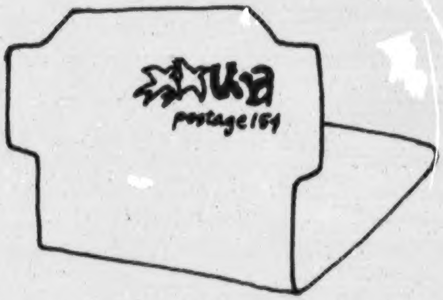
an air mail stamp for:
the U.S.
Canada
Mexico


US
AirMail
17c

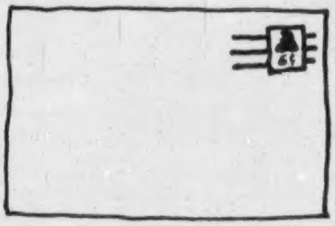
an air mail stamp for:
Central America
South America


USA
21¢
UNITED STATES AIR MAIL

an air mail stamp for overseas countries


USA
postage 15¢

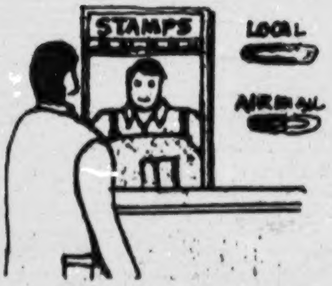
an air letter for all the countries of the world



a post card for the U.S.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mr. Kono: How much is an air mail stamp?

Clerk: For the United States or for an overseas country?

Mr. Kono: For Japan.

Clerk: An air mail stamp is 21 cents. Air letters are 15 cents each.

Mr. Kono: Give me 5 air letters, please.

- -

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T: How much is an air mail stamp for Japan?

S: How much is an air mail stamp for Japan?

T: For Mexico?

S: How much is an air mail stamp for Mexico?

T: For Hong Kong?

S: How much is an air mail stamp for Hong Kong?

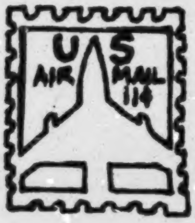
T: For the Philippines?

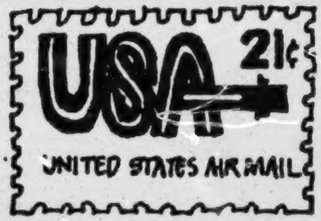
S: How much is an air mail stamp for the Philippines?

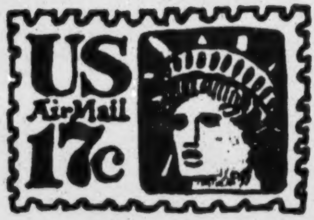
T: For the U.S.?

S: How much is an air mail stamp for the U.S.?

B. Question and Answer Drill







1. S-1: How much is an air mail stamp for Mexico?

   S-2: It's 11 cents.

2. S-1: How much is an air mail stamp for China?

   S-2: It's 21 cents.

3. S-1: How much is an air mail stamp for Brazil?

   S-2: It's 17 cents.

* * *

4. S-1: How much is an air mail stamp for the Philippines?

   S-2: It's 21 cents.

5. S-1: How much is an air mail stamp for the U.S.?

   S-2: It's 11 cents.

MINI-DIALOGUES

1. S-1: How much is an air mail stamp for Korea?

   S-2: It's 21 cents.

   S-1: Give me 2 stamps, please.

   S-2: That's 42 cents.

2. S-1: How much is an air letter?

   S-2: It's 15 cents.

   S-1: Give me 3, please.

   S-2: That's 45 cents.

READING

A. Read the information about stamps on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on this page.

D. Read the sentences and choose the correct answers for the blanks.

1. How much is an air letter? It's _____________ cents.

   11
   15
   17

2. I need some air mail stamps for Brazil. Give me 6 _____________ stamps, please.

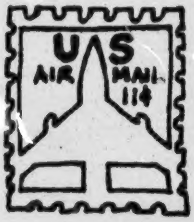
   11-cent
   17-cent
   21-cent

3. How much is ___________________________ for Korea? It's 21 cents.

   a post card
   an air letter
   an air mail stamp

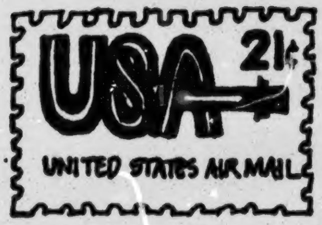
WRITING

Write the questions or answers.


US
AIR MAIL
11¢

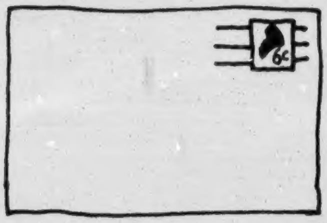
1. How much is an air mail stamp for Mexico?

____


USA 21¢
UNITED STATES AIR MAIL

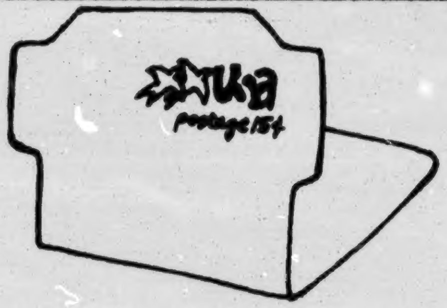
2. How much is an air mail stamp for Japan?

____



3. ______________________________

It's 6 cents.


USA
postage 15¢

4. ______________________________

It's 15 cents.

- -

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

[NOTE: Put away your leaflet until time for Reading.]

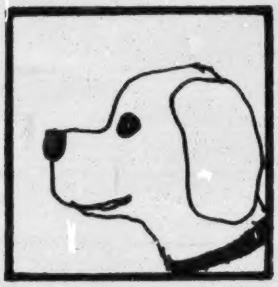
OBJECTIVES

In this section you will:

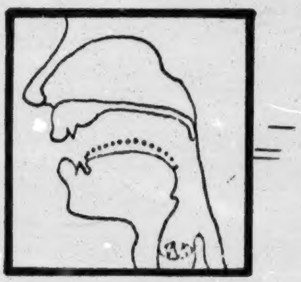
1. Practice pronunciation.
2. Learn to use the names of the days of the week and the days of the month.
3. Learn to talk about birthdays.

- -

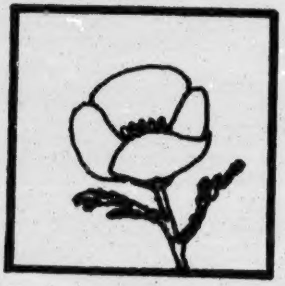
PRONUNCIATION



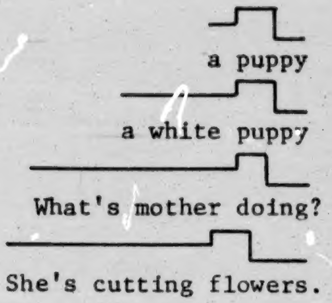
/ə/ puppy



/ə/ ··· /a/ ——



/a/ poppy

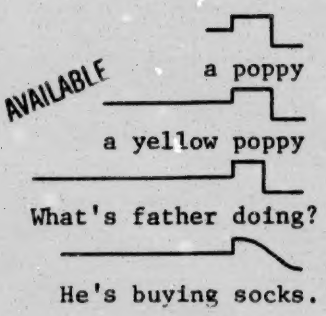


a puppy

a white puppy

What's mother doing?

She's cutting flowers.



a poppy

a yellow poppy

What's father doing?

He's buying socks.

LISTENING COMPREHENSION

FEBRUARY

SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1st (first)
2nd (second)
3rd (third)
4th (fourth)
5th (fifth)
6th (sixth)
7th (seventh)
8th (eighth)
9th (ninth)
10th (tenth)

11th
12th
13th
14th
15th
16th
17th
18th
19th

20th
21st
22nd
23rd
24th
25th
26th
27th
28th

1. S-1: What's the date?
   S-2: It's February 1st.

2. S-1: What's the date?
   S-2: It's February 3rd.

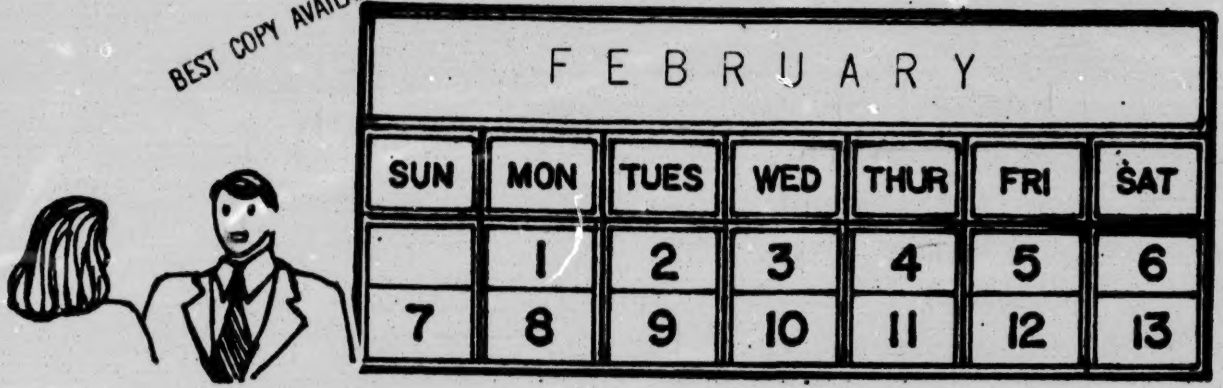
3. S-1: What's the date?
   S-2: It's February 2nd.

4. S-1: What's the date?
   S-2: It's February 28th.

THE DIALOGUE

Preliminary Activity

February 1st is Monday.
2nd is Tuesday.
3rd is Wednesday.
4th is Thursday.
5th is Friday.
6th is Saturday.
7th is Sunday.


FEBRUARY
SUN
MON
TUES
WED
THUR
FRI
SAT
1
2
3
4
5
6
7
8
9
10
11
12
13

Today is Wednesday, February 10th. It's Maria's birthday.

Dan Jones: Happy birthday, Maria.

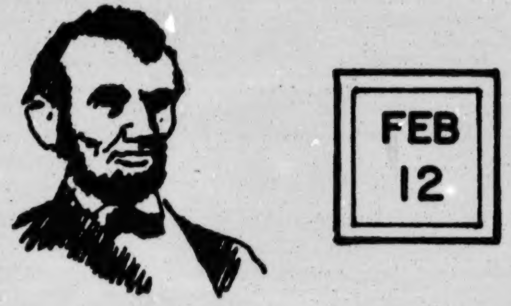
Maria Garcia: Thank you. When is your birthday?

Dan: It's on Friday. It's February 12th.

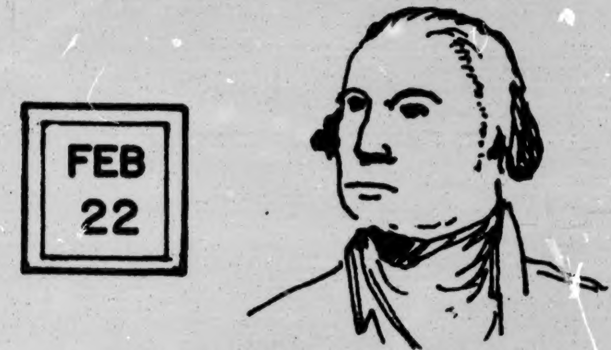
Maria: Is that Lincoln's birthday?

Dan: Yes, it is.

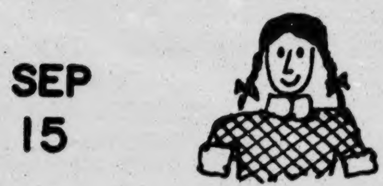
PRACTICE



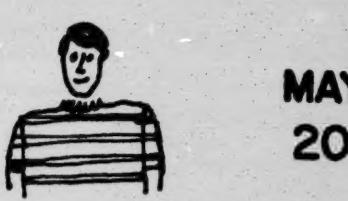
1. S-1: When is Lincoln's birthday?
   S-2: It's February 12th.



2. S-1: When is Washington's birthday?
   S-2: It's February 22nd.



3. S-1: When is her birthday?
   S-2: It's September 15th.



4. S-1: When is your birthday?
   S-2: It's May 20th.

MINI-DIALOGUES

FEBRUARY

SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13

1. S-1: What's the date?
S-2: It's the 2nd.
S-1: What day is it?
S-2: It's Tuesday.

2. S-1: What's the date?
S-2: It's the 6th.
S-1: What day is it?
S-2: It's Saturday.

- -

READING

A. Read the dates on page 5.

B. Read the Practice exercises on page 6.

C. Read the Mini-dialogues on this page.

D. Read:

Rosa Garcia: Hello, Mr. Wong. How are you?
Mr. Wong: Fine, thank you. It's my birthday today.
Rosa: How old are you?
Mr. Wong: I'm 80 years old.
Rosa: Happy birthday.

WRITING

A. Write the answers to the questions about the Reading.

1. What's today? ____________________

2. Is it Mr. Wong's birthday? ____________________

3. How old is Mr. Wong? ____________________

B. Copy the words for the following numbers from the list.

1st ____________________

2nd ____________________

3rd ____________________

4th ____________________

5th ____________________

6th ____________________

7th ____________________

8th ____________________

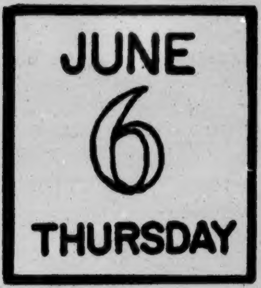
9th ____________________

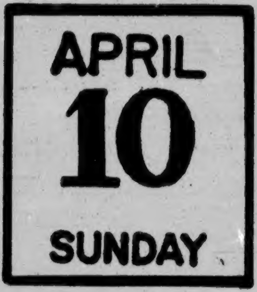
10th ____________________

fifth
seventh
tenth
first
fourth

ninth
second
third
sixth
eighth

C. Write the answers to the following:





1. What's the date? ____________________

2. What day is it? ____________________

LESSON NINETEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of regular and air mail stamps, air letters and and post cards, dates and days of the week and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask question: (How much is an air mail stamp for Japan?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (It's 21 cents.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask question: (What's the date?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (It's February 12th.)	1 2 3 4 5	1 2 3 4 5
5. Have students ask question: (When is her birthday?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer question #5. (It's September 15th.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. It's an air letter.
2. July 4th is Thursday.
3. It's an air mail stamp for Japan.
4. Washington's birthday is on February 22nd.
5. It's a poppy.
6. Is this an air mail stamp for the U.S.?
7. Is Feb. 12th Lincoln's birthday?
8. Is an air letter 20 cents?

III. READING

IV. WRITING

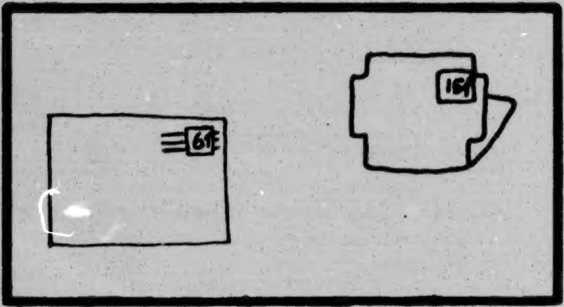
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON NINETEEN: STUDENT EVALUATION FORM

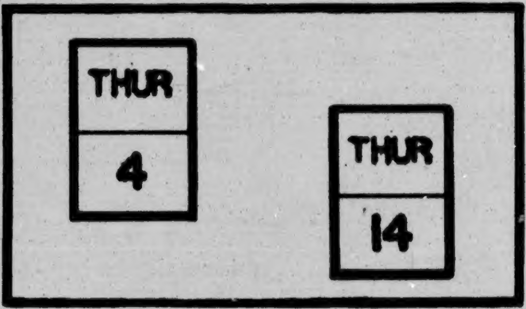
I. Oral Exercise

II. LISTENING COMPREHENSION

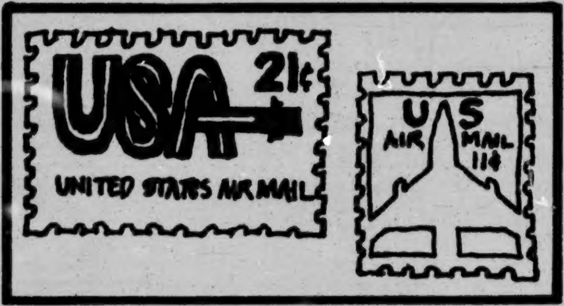
1.



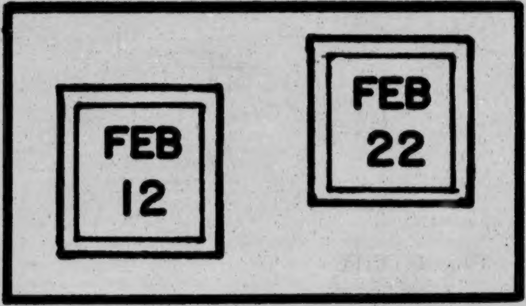
2.


THUR
4
THUR
14

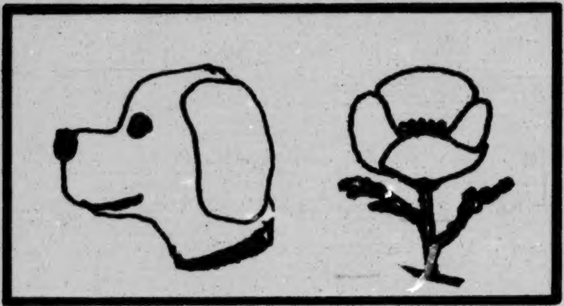
3.


USA 21¢
UNITED STATES AIR MAIL
US
AIR MAIL
11¢

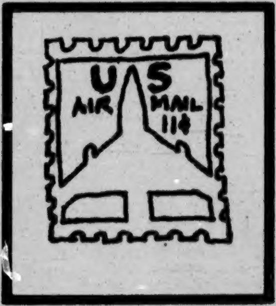
4.


FEB
12
FEB
22

5.



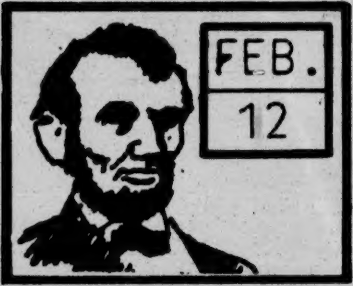
6.


US
AIR MAIL
11¢

Yes, it is.

Yes, it does.

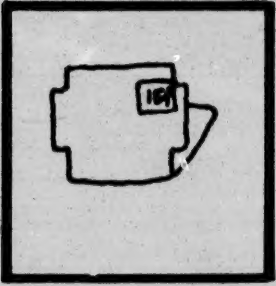
7.



Yes, he is.

Yes, it is.

8.



No, it isn't.

No, it doesn't.

III. READING

Directions: Circle the correct answers.

1. How much is an air mail stamp ____________ Japan?

   in

   for

   at

2. It's 11 ____________.

   cent

   cents

   dollar

3. He's 80 ________________.

   years

   years old

   year old

4. An air mail stamp for Central America is ________________.

   25 cents

   11 cents

   17 cents

- -

IV. WRITING

Directions: Read the paragraph and write the questions or answers about the story.

Today is Sunday, May 18th. It's Jim's birthday.
He's 38 years old.

1. What's the date?

   ____

2. What day is it?

   ____

3. ____________ Jim's ____________

   Yes, ____________________________

4. How old ________________________

   He ____________ 38 ______________

LESSON NINETEEN

第十九課

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

第一節：一個航空郵票多少錢？

OBJECTIVE

In this section you will learn to ask and answer questions about stamps and post cards for the U.S. and other countries.

學習目標

在這一節，你們要學習有關寄於美國國內或寄至其他各國的郵票以及明信片的問答。

THE DIALOGUE

對話

Mr. Kono:	How much is an air mail stamp?	航空郵票多少錢？
Clerk:	For the United States or for an overseas country?	是寄美國國內的，還是寄到外國的？
Mr. Kono:	For Japan.	寄到日本的。
Clerk:	An air mail stamp is 21 cents.	航空郵票是二十一分錢。
	Air letters are 15 cents each.	航空郵簡是十五分錢。
Mr. Kono:	Give me 5 air letters, please.	請給我五張航空郵簡。

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

第二節：二月十日，星期三

OBJECTIVES

學習目標

In this section you will:	在這一節，你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to use the names of the days of the week and the days of the month.	二、學習月份和星期中的日子名稱。
3. Learn to talk about birthdays.	三、學習談論生日的日期。

THE DIALOGUE

對話

	Today is Wednesday, February 10th. It's Maria's birthday.	今天是二月十日，星期三。是 Maria 的生日。
Dan Jones:	Happy birthday, Maria.	Maria，(祝你)生日快樂
Maria Garcia:	Thank you. When is your birthday?	謝謝你。你什麼時候生日？
Dan:	It's on Friday. It's February 12th.	禮拜五。二月十二日。
Maria:	Is that Lincoln's birthday?	那是不是林肯生日？
Dan:	Yes, it is.	是的。

NOTES

1. In the U.S. post cards and air letters are sold at the post office only. Stamps may sometimes be purchased through stamp machines, people generally go to the post office for these, also.

2. The preposition "on" is usually required in English before dates and days of the week.

應注意事項

一、在美國只有在郵局才能買到明信片和航空郵簡。有的時候，某些商店裡有郵票出售機，出售郵票。但一般還是到郵局購買。

二、英文，在日期和星期之前，常需用介詞 "on"。

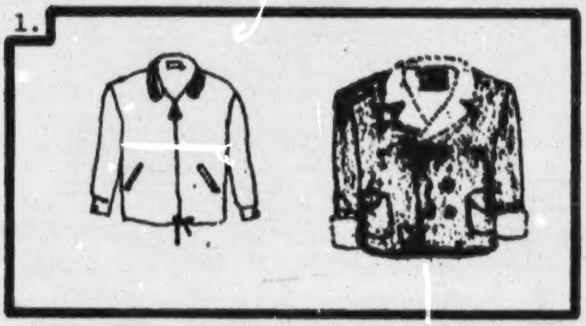
LESSON TWENTY: STUDENT EVALUATION FORM

I. Oral Exercise

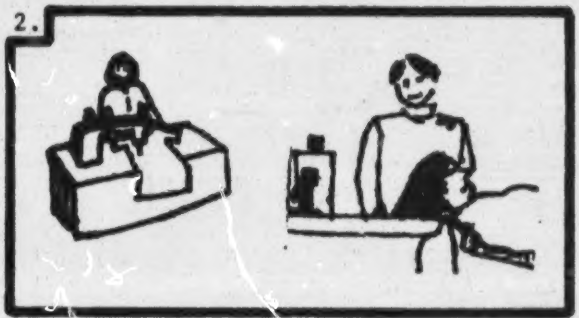
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

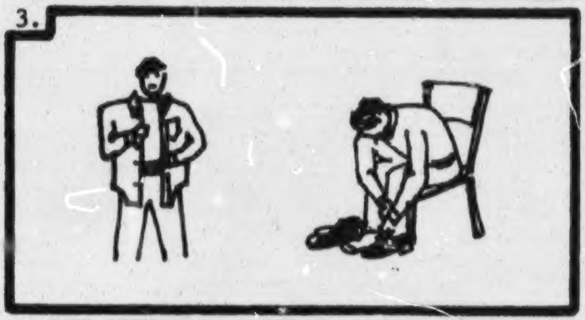
1.



2.



3.



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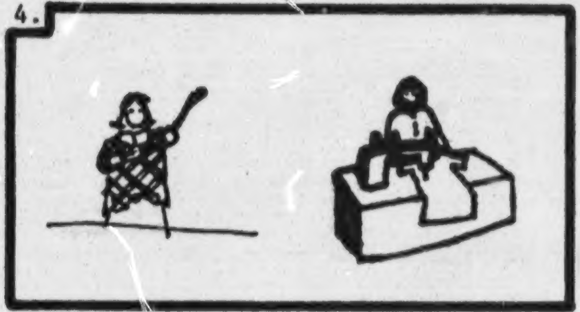
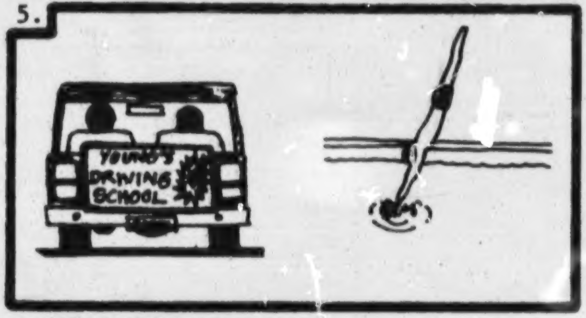
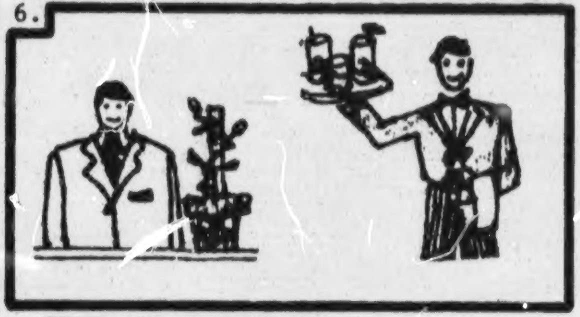


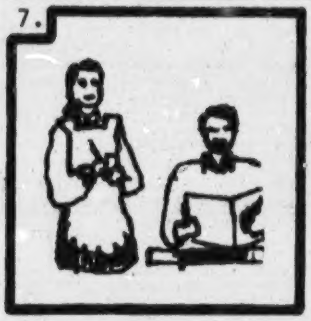
5.



6.



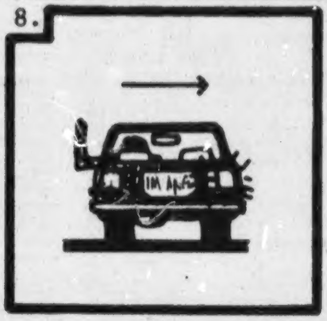
7.



No, she isn't.

No, she doesn't.

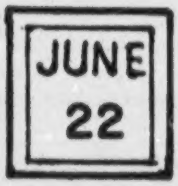
8.

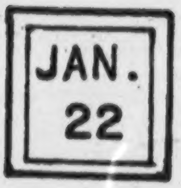


Yes, he is.

Yes, he does.

9.





III. READING

Directions: Circle the correct answer.

1. What's he ________?
   - do
   - does
   - doing

2. Does he __________ a heavy coat?
   - have
   - has
   - needs

3. Is Sam ________ now?
   - dive
   - diving
   - dives

4. She's putting _______ her dress.
   - off
   - on
   - at

5. Pete is learning __________________.
   - swim
   - swims
   - to swim

6. The seamstress is ___________________.
   - selling flowers
   - typing a letter
   - sewing a dress

IV. WRITING

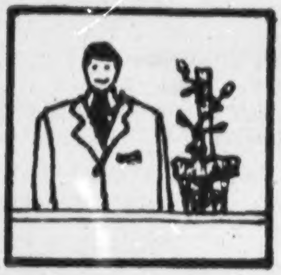
Directions: Write the correct words for the questions and answers.

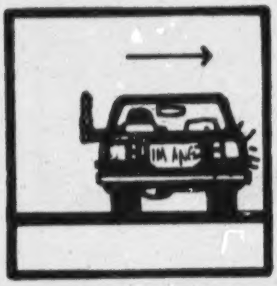
1. a. Is he a ____________________?

   Yes, he is.

   b. What ________________________

   c. He ___________________ flowers.





2. a. Is Sam ______________ drive?

   b. Yes, _______________________

   c. What ____________________ now?

   d. He __________________________

LESSON TWENTY

第二十課

SECTION I: I'M SHAVING

第一節：我正在刮鬍子

OBJECTIVE

學習目標

In this section you will learn to discuss some early morning family activities.

在這一節，你們要學習談論一些早上的家庭活動。

THE DIALOGUE

對話

Mrs. Kim:	Breakfast is ready!	早餐好了！
Mr. Kim:	Just a minute. I'm shaving and Joe is brushing his teeth.	等一等.我正在刮鬍子。Joe 在刷牙。
Lucy:	I'm putting on my dress, Mother.	媽々,我正在穿衣服。
Mrs. Kim:	Hurry! The food is getting cold.	快一點！飯要冷了。

SECTION II: REVIEW

第二節：複習

OBJECTIVE

In this section you will practice talking about things that you have and need and about activities going on at the moment.

學習目標

在這一節．你們要練習談論一些你所有或所需要的東西。同時也練習談論一些正在進行的活動。

A READING LESSON

The Kono Family

Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

閱讀課文

Kono 家庭

Kono 先生今天在工作。Bob, Jane 和 Kono 太々都在家。Kono 太々在縫一件衣服。Bob 在打掃園子。Jane 在臥房裡。她正在學習打字。Jim Kono 在郵局。他在寄一個包裹到日本去。

Los Angeles Unified School District
Asian Project - ABE
AP-212053

LESSON TWENTY - LESSON GUIDE
SECTION I: I'm Shaving
SECTION II: Review

LESSON TWENTY

OBJECTIVES

Listening Comprehension: Student will be able to identify specific actions going on at the moment.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Discuss some early morning family activities.
3. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 16-19.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review:	Is he/Are you learning to drive?	Yes, he is/No, he isn't.
	What's he/are you doing (now)?	He's/I'm brushing my teeth.
	Does he have/need a new shirt?	Yes, he does/No, he doesn't.
	When is his birthday?	It's September 12th.
	How old are you?	I'm 80 years old.
	What's the date?	It's Friday, June 3rd.

Fixed Expressions: Hurry!

Breakfast is ready.

Just a minute.

INSTRUCTIONAL AIDS

Drill pictures: P167 - Dialogue (I'm shaving)

Also:
P10 - a gardener
P11 - a secretary
P21 - a barber
P40 - a seamstress
P73 - at the post office
P75 - a hairdresser
P140-145 - items of clothing
P150 - a waitress
P151 - a florist

Transparencies: T74 - Dialogue (I'm shaving) T75 - Reading (The Kono Family)

Also: T65 (a barber, a hairdresser, a seamstress, a waitress, a florist, a secretary)

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

SECTION I: I'M SHAVING

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

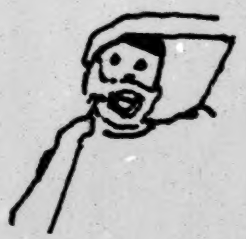
1. T acts out and models -
   Cl watches and listens
2. T acts out - Cl mimics
3. T identifies action -
   Cl acts out

SECTION I: I'M SHAVING

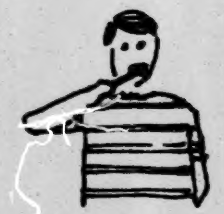
OBJECTIVE

In this section you will learn to discuss some early morning family activities.

LISTENING COMPREHENSION



I'm shaving.



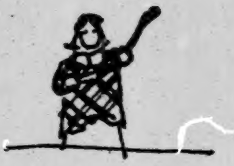
I'm brushing [illegible] teeth.

Listening and Repeating

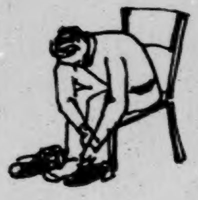
1. T acts out and models -

    Cl mimics and repeats

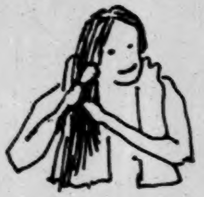
2. T acts out - Cl, Gr, St > mimics and identifies



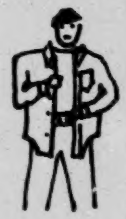
I'm putting on my dress.



I'm taking off my shoes.



I'm brushing my hair.



I'm taking off my shirt.

THE DIALOGUE

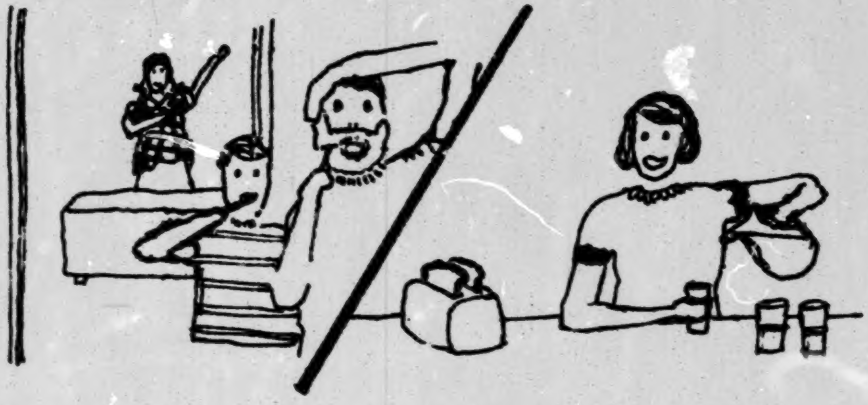
A. Show dialogue picture P167 (T74) and and explain the situation.

B. Present the dialogue following the usual procedure.

C. Ask "what" and "yes-no" questions about the dialogue.

D. Show the dialogue on the board or overhead for reading lesson.

THE DIALOGUE



[NOTE: Explain and teach as fixed expressions:
Breakfast is ready.
Just a minute.]

Mrs. Kim: Breakfast is ready!

Mr. Kim: Just a minute. I'm shaving and Joe is brushing his teeth.

Lucy: I'm putting on my dress, Mother.

Mrs. Kim: Hurry! The food is getting cold.

PRACTICE

"I'm shaving"

Substitution Drill

T: I'm shaving.
brushing my teeth
putting on my shirt
taking off my shoes
brushing my hair
putting on my shoes

"What's Mr. Kim doing?"

Question and Answer Drills

T cues with dialogue picture and names:

Gr / St > asks - Gr / St > answers

OPTIONAL ACTIVITY
1. S-1: Is she brushing her teeth?
   S-2: Yes, she is.

2. S-1: Is he putting on his shoes?
   S-2: No, he isn't.

PRACTICE

"What's Mr. Kim doing?"

1. S-1: What's Mr. Kim doing?
   S-2: He's shaving.
2. S-1: What's Joe doing?
   S-2: He's brushing his teeth.
3. S-1: What's Lucy doing?
   S-2: She's putting on her dress.
4. S-1: What's Mrs. Kim doing?
   S-2: She's making breakfast.

MINI-DIALOGUES

Lead students into dialogues about pictures, cueing if necessary.

OPTIONAL ACTIVITY

A. Is the food/soft drink/fruit getting cold?

B. Yes, it is. It's in the refrigerator.

A. Is the food/hamburger/coffee/tea getting hot?

B. Yes, it is. It's on the stove.

MINI-DIALOGUES

1. S-1: Where's Mr. Kim?
   S-2: He's in the bathroom.
   S-1: What's he doing?
   S-2: He's shaving.

2. S-1: Is Ann brushing her teeth?
   S-2: No, she isn't.
   S-1: What's she doing?
   S-2: She's putting on her dress.

- -

READING

[NOTE: Have the students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the activities on page 1.

B. Read the Practice exercises and the Mini-dialogues on page 2.

C. Read:

Morning Activities

Mr. Kim and Joe are in the bathroom. Joe is brushing his teeth and Mr. Kim is shaving. Lucy is in the bedroom. She is putting on her dress. Mrs. Kim is in the kitchen. She is making breakfast.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the reading.

1. Where are Joe and Mr. Kim?

____

2. ______________________________ his teeth?

Yes, he is.

SECTION II: REVIEW

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

A READING LESSON

A. Introduce the characters and present reading lesson, following usual procedure.

B. Show T75 or have students open their leaflets for reading practice.

3. What's Mr. Kim doing?

____

4. Are Lucy and Mrs. Kim in the bathroom?

____

5. ____

She's putting on her dress.

6. ____

She's in the kitchen.

7. What's she doing?

____

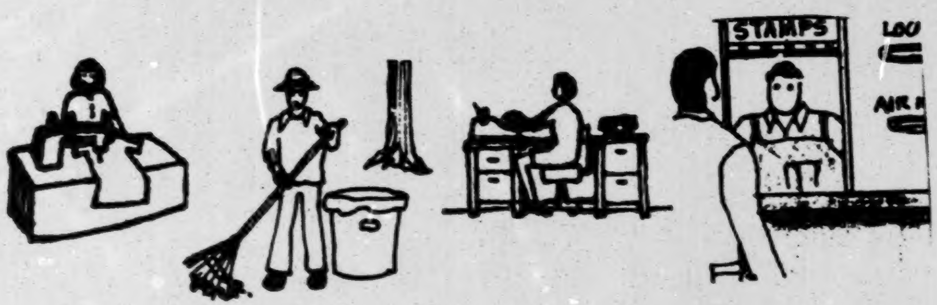
SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice talking about things that you have and need and about activities going on at the moment.

A READING LESSON



Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

CONTROLLED CONVERSATION

Lead students into conversations about:

A. The Reading lesson.

B. Driving activities and other activities going on at the moment.

C. What people in specific occupations are doing at the moment.

D. Items of clothing they have and/or need.

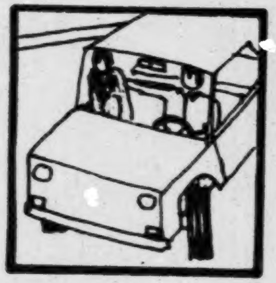
E. Dates and birthdays.

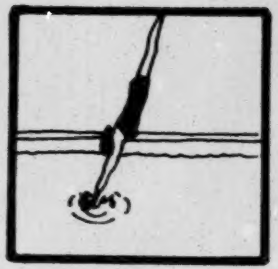
[NOTE: Use P10-11, 21, 40, 73, 75, 140-145, 150-151 or T65 for these drills.]

CONTROLLED CONVERSATION

A. 1. S-1: Is Mrs. Kono cleaning the house?
S-2: No, she isn't.
S-1: What's she doing?
S-2: She's sewing a dress.

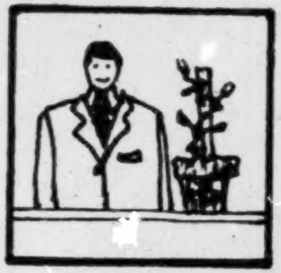
2. S-1: Is Mr. Kono at home today?
S-2: No, he isn't.
S-1: What's he doing?
S-2: He's working.





B. 3. S-1: Is Sam learning to drive?
S-2: Yes, he is.
S-1: What's he doing now?
S-2: He's parking.

4. S-1: Is she learning to swim?
S-2: Yes, she is.
S-1: What's she doing now?
S-2: She's diving.

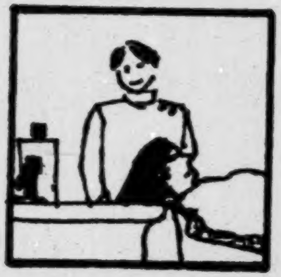


C. 5. S-1: Is he a florist?

S-2: Yes, he is.

S-1: What's he doing?

S-2: He's selling flowers.

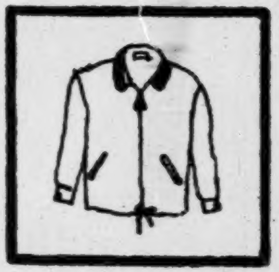


6. S-1: Is she a hairdresser?

S-2: Yes, she is.

S-1: What's she doing?

S-2: She's giving a shampoo.

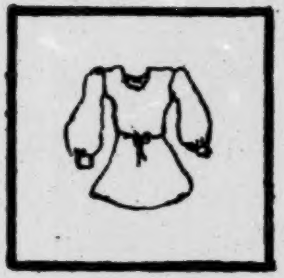


D. 7. S-1: Does he have a light jacket?

S-2: Yes, he does.

S-1: Does he need a heavy jacket?

S-2: Yes, he does.



8. S-1: Does Ann have a short dress?

S-2: Yes, she does.

S-1: Does she need a long skirt?

S-2: No, she doesn't.

JAN.
18
Sun.

FEB.
10

E. 9. S-1: When is your birthday?

S-2: It's January 18th.

S-1: What day is it?

S-2: It's Sunday.

10. S-1: How old is Sam?

S-2: He's 16 years old.

S-1: When is his birthday?

S-2: It's February 10th.

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have students follow directions as noted in the student leaflet.

B. Follow the usual procedure for practicing reading.

READING

A. Read the Controlled Conversation on pages 4 and 5.

B. Read: June, July and August are the summer months. Kay likes the hot weather in summer. She's at a department store. She's buying some summer dresses.

Kay: I'm looking for a summer dress.

Saleslady: This is a pretty dress. It's short and light.

Kay: I like it. Do you have long skirts?

Saleslady: Yes, we do. They are on sale today.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

1. What are the summer months?

They're ____________________

2. Does Kay like the hot weather in summer?

____

3. Where is she?

____

4. What's she doing there?

____

5. What's ____________________ for?

She's looking for a summer dress.

6. Is it a pretty dress?

____

7. ____________ she ____________ it?

Yes, she does.

8. ____________ they ____________ skirts?

Yes, ____________________

9. Are the skirts on sale?

Yes, ____________________

Los Angeles Unified School District
Asian Project - ABE
AP-202053

LESSON TWENTY - STUDENT LEAFLET
SECTION I: I'm Shaving
SECTION II: Review

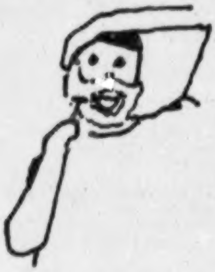
LESSON TWENTY

SECTION I: I'M SHAVING

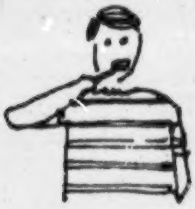
OBJECTIVE

In this section you will learn to discuss some early morning family activities.

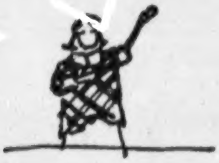
LISTENING COMPREHENSION



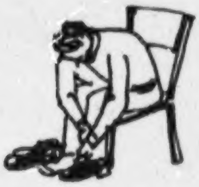
I'm shaving.



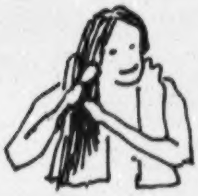
I'm brushing my teeth.



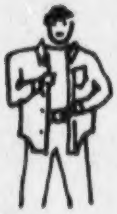
I'm putting on my dress.



I'm taking off my shoes.



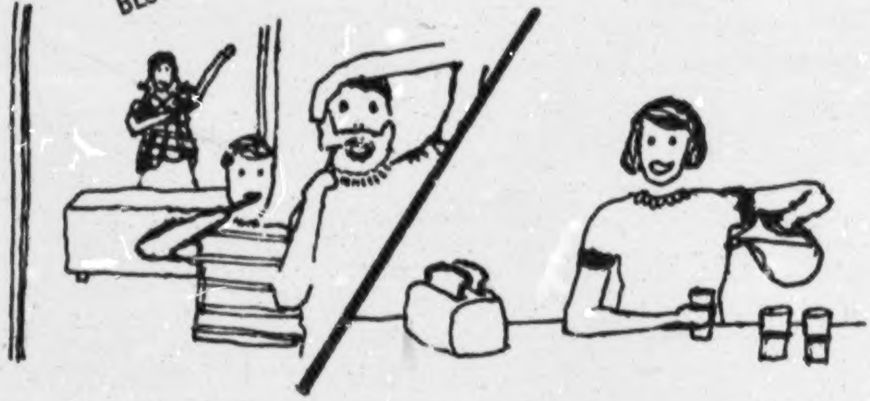
I'm brushing my hair.



I'm taking off my shirt.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mrs. Kim: Breakfast is ready!

Mr. Kim: Just a minute. I'm shaving and Joe is brushing his teeth.

Lucy: I'm putting on my dress, Mother.

Mrs. Kim: Hurry! The food is getting cold.

PRACTICE

"What's Mr. Kim doing?"

1. S-1: What's Mr. Kim doing?
   S-2: He's shaving.

2. S-1: What's Joe doing?
   S-2: He's brushing his teeth.

3. S-1: What's Lucy doing?
   S-2: She's putting on her dress.

4. S-1: What's Mrs. Kim doing?
   S-2: She's making breakfast.

MINI-DIALOGUES

1. S-1: Where's Mr. Kim?
   S-2: He's in the bathroom.
   S-1: What's he doing?
   S-2: He's shaving.

2. S-1: Is Ann brushing her teeth?
   S-2: No, she isn't.
   S-1: What's she doing?
   S-2: She's putting on her dress.

READING

A. Read the activities on page 1.

B. Read the Practice exercises and the Mini-dialogues on this page.

C. Read: Morning Activities

Mr. Kim and Joe are in the bathroom. Joe is brushing his teeth and Mr. Kim is shaving. Lucy is in the bedroom. She is putting on her dress. Mrs. Kim is in the kitchen. She is making breakfast.

- -

WRITING

Write the questions or answers about the reading.

1. Where are Joe and Mr. Kim?

   ____

2. ____ his teeth?

   Yes, he is.

3. What's Mr. Kim doing?

   ____

4. Are Lucy and Mrs. Kim in the bathroom?

   ____

5. ____

   She's putting on her dress.

6. ____

   She's in the kitchen.

7. What's she doing?

   ____

- -

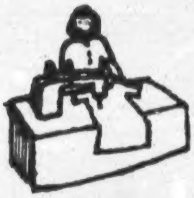
SECTION II: REVIEW

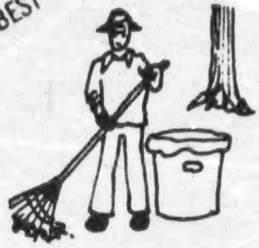
[NOTE: Put away your leaflet until time for Reading.]

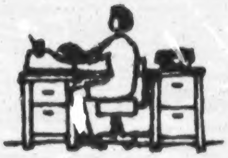
OBJECTIVE

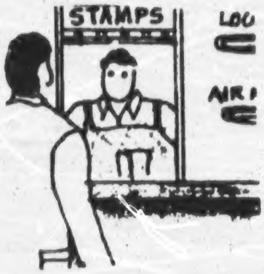
In this section you will practice talking about things that you have and need and about activities going on at the moment.

A READING LESSON









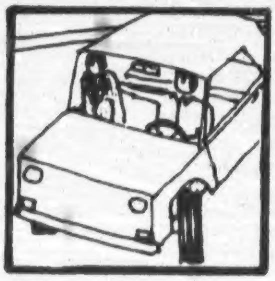
The Kono Family

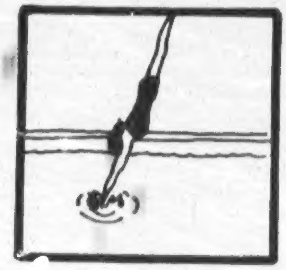
Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

CONTROLLED CONVERSATION

A. 1. S-1: Is Mrs. Kono cleaning the house?
S-2: No, she isn't.
S-1: What's she doing?
S-2: She's sewing a dress.

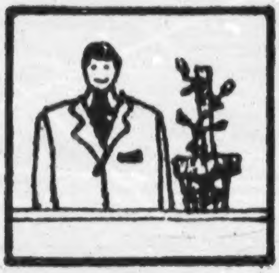
2. S-1: Is Mr. Kono at home today?
S-2: No, he isn't.
S-1: What's he doing?
S-2: He's working.



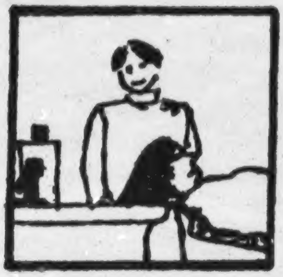


B. 3. S-1: Is Sam learning to drive?
S-2: Yes, he is.
S-1: What's he doing now?
S-2: He's parking.

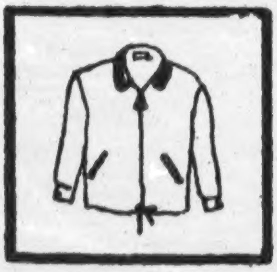
4. S-1: Is she learning to swim?
S-2: Yes, she is.
S-1: What's she doing now?
S-2: She's diving.



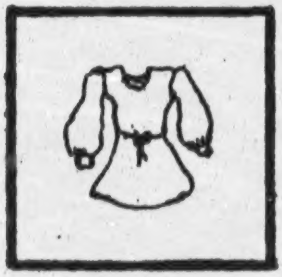
C. 5. S-1: Is he a florist?
S-2: Yes, he is.
S-1: What's he doing?
S-2: He's selling flowers.



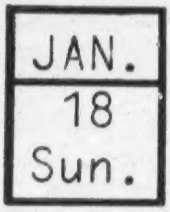
6. S-1: Is she a hairdresser?
S-2: Yes, she is.
S-1: What's she doing?
S-2: She's giving a shampoo.



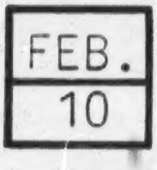
D. 7. S-1: Does he have a light jacket?
S-2: Yes, he does.
S-1: Does he need a heavy jacket?
S-2: Yes, he does.



8. S-1: Does Ann have short dress?
S-2: Yes, she does.
S-1: Does she need a long skirt?
S-2: No, she doesn't.



E. 9. S-1: When is your birthday?
S-2: It's January 18th.
S-1: What day is it?
S-2: It's Sunday.



10. S-1: How old is Sam?
S-2: He's 16 years old.
S-1: When is his birthday?
S-2: It's February 10th.

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READING

A. Read the Controlled Conversation on pages 4 and 5.

B. Read: June, July and August are the summer months. Kay likes the hot weather in summer. She's at a department store. She's buying some summer dresses.

Kay: I'm looking for a summer dress.

Saleslady: This is a pretty dress. It's short and light.

Kay: I like it. Do you have long skirts?

Saleslady: Yes, we do. They are on sale today.

WRITING

Write the questions or answers about the Reading.

1. What are the summer months?

They're ________________________________

2. Does Kay like the hot weather in summer?

____

3. Where is she?

____

4. What's she doing there?

____

5. What's ________________________________ for?

She's looking for a summer dress.

6. Is it a pretty dress?

____

7. ________________ she ________________ it?

Yes, she does.

8. ________________ they ________________ skirts?

Yes, ________________________________

9. Are the skirts on sale?

Yes________________________________

(20) 6

LESSON TWENTY: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of items of clothing and pictures of activities going on at the moment and/or appropriate gestures. Elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask questions. (What's he doing?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (He's brushing his teeth.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask questions. (Does she have a short dress?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, she does/No, she doesn't.)	1 2 3 4 5	1 2 3 4 5
5. Have students ask questions. (Is he parking the car?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer question #5. (Yes, he is/ No, he isn't.)	1 2 3 4 5	1 2 3 4 5
7. When is your birthday?	1 2 3 4 5	1 2 3 4 5
8. Have students answer question #7. (It's September 12.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He needs a light jacket.
2. She's a hairdresser.
3. He's taking off his shirt.
4. She's putting on a dress.
5. Bill is learning to drive.
6. He's selling flowers.
7. Does a waitress give shampoos?
8. Is he making a right turn?
9. It's Monday, June 22.

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.